



The Industrial-Organizational Psychologist

A publication of the Society for Industrial and Organizational Psychology, Inc.

January 2016, Volume 53, Number 3

IN THIS ISSUE:

The Hoffman Report

Adequate I-O Psychologists

Practitioner Needs Survey

And much more...



The Industrial-Organizational Psychologist

A publication of the Society for Industrial and Organizational Psychology, Inc.

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The Industrial-Organizational Psychologist.

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This issue's cover came from stock photography because we need more photographers to submit their photos to *TIP!* (Thank you to those who have sent photos! We may still use them for upcoming issues!) Upload your photo to www.SIOP.org/TIPIC

SIOP's Electronic Communications Committee would like to encourage you to engage with SIOP via social media. Below you'll find some tips on how to connect. More information regarding recommendations for and benefits of social engagement are provided on page 160. Commit to engaging with SIOP in the New Year!



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Questions?

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sbelow@siop.org





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President's Message



Steve W. J. Kozlowski
Michigan State
University

One of the most gratifying things about being president of SIOP is that I am in an excellent position to observe all of the many, many broad projects and specific activities in which SIOP committees and members are engaged. We have a remarkable proportion of our membership voluntarily engaged in promoting the science and practice of I-O psychology; providing useful and effective services to SIOP's membership; and helping to make organizations, our nation, and world beyond better. We are small, as professional organizations go, but we are mighty in our impact!

On a related note, I want to acknowledge the dedicated efforts of the members of the SIOP Executive Board (EB) who have been conducting "business as usual" *and* working to implement my presidential agenda. I'm reflecting on this now (as I write this column in November 2015) because I will only lead one more EB meeting (in January 2016, about the time you will read this issue of *TIP*). I will preside over the SIOP conference (in sunny SoCal) in April and then, at the end of the conference, I will hand over SIOP leadership to your Incoming President **Jim Outtz**. Jim will lead the subsequent EB meeting that occurs immediately following the conference. Time flies when you are having fun!

EB officers and committee chairs constitute a broad cross-section of SIOP's membership. We have differing vantage points and viewpoints across the spectrum of the science and practice of I-O psychology. Nonetheless, our discussions and deliberations are driven by consensual values centering on using rigorous evidence-based inference for decision making, upholding the highest standards of professionalism, and maintaining the upmost respect for each other in our deliberations. We strive to make the Society stronger, to enhance its reach and impact, and to do good: good for our membership and good for the world of work. Our EB meetings are productive, we advance the agenda, and we move SIOP forward. We do not get stuck in "eddy current" discussions that go in circles and go nowhere. We don't point fingers and we don't make charges. We look at the data objectively. Working with this EB—your SIOP leaders—has been a privilege. Each EB meeting has helped to advance my presidential agenda of *having an impact and making a difference* which requires a substantial amount of effort by your

officers, committee chairs, and committee members. I am grateful for their dedication, and I hope that you, our members, also appreciate all that they do to make SIOP better. I can only scratch the surface in acknowledging all the work that is being accomplished (so my apologies to all the many worthy efforts that I do not mention).

Publications and Communications

One of the more exciting set of developments is centered on our publications strategy. **Deborah Rupp**, Publications officer, has been conducting a strategic review of SIOP's publications portfolio and has spearheaded a number of exciting initiatives across the science and practice spectrum. We are pursuing projects designed to better connect scientific findings and practical applications (one of my key agenda items) and to provide publication opportunities for practitioners to report projects, techniques, and tools that advance I-O psychology practice. I cannot say more at this time as these initiatives are still under development and review, but I expect to brief you about them in more detail my next (and last) column and during the SIOP conference. In addition, **Alex Alonso**, Communications officer, and Deb, in collaboration with **Morrie Mullins**, *TIP* editor, are developing a communications strategy designed to integrate content and messaging across all SIOP communications (e.g., mySIOP, *TIP*) and publications (e.g., *IOP*, Professional Practice and Frontiers Series) platforms. They will also be exploring new and better ways of electronically packaging *TIP* to make it easier to read, reference, and search.

Science and Practice Advocacy: National and International

SIOP is continuing to build its infrastructure and capacity to advance the advocacy of I-O psychology science and practice. Elsewhere in this issue, **Seth Kaplan**, Chair of the Government Relations Advocacy Team (GREAT) Committee, and **Laura Uttley**, Lewis-Burke Associates, report on the Executive Order issued by President Obama in September that directs federal agencies to incorporate social and behavioral sciences in their decision making processes. This is a HUGE development that substantially advances our science and practice advocacy efforts with the federal government *and* has the potential to create numerous opportunities for our members to help advance I-O psychology in federal policy and practices. Notably, SIOP Fellow **Lori Foster** was a member of the inaugural Social and Behavioral Sciences Team within the White House Office of Science and Technology Policy.

With respect to some of the other activities on the advocacy front, first, **Fred Oswald**, Science officer, and the chairs of three relevant SIOP Committees (GREAT, **Seth Kaplan**; Professional Practice, **Mark Poteet**; Scientific Affairs, **Steve Stark**) developed comments that were submitted on SIOP's behalf with the assistance of Lewis-Burke Associates on the proposed changes to the federal "Common Rule" that governs Institutional Research Board (IRB) rules and regulations. The upshot of the proposed changes is that they will substantially reduce the reporting burden for much of the research and practice activities in which SIOP members routinely engage.

Second, did you know that I-O psychology is not considered a STEM science by the Department of Homeland Security (DHS)? I did not until it was brought to my attention by one of our foreign grad students. Virtually every other subdiscipline of psychology (e.g., clinical, cognitive, developmental, social) is considered STEM by DHS, but I-O psychology is not. The implications have to do with the limited amount of time foreign I-O graduates have to find a job in the U.S. before their visas expire and they are required to leave, thus putting them at a significant disadvantage. SIOP, with very helpful strategic guidance from Lewis-Burke Associates, responded to an open comment opportunity to advocate that the DHS should adopt the classification system used by the National Science Foundation that **does** recognize I-O psychology as a STEM discipline.

Third, one of my key initiatives is to develop an infrastructure within SIOP to help support advocacy efforts, both top down—so SIOP leadership can identify members with relevant interests and expertise—and bottom up—so members can self-organize around issues of common interest to create communities of practice. **Cris Banks**, Professional Practice officer, has been spearheading an effort to develop a “Registry” for SIOP members interested in employee and organizational health and well-being. This will serve as a model for future issue-oriented topics as well. Adding oneself to the registry is similar to adding oneself to the consultant locator service, so it is an “opt in” system. You will hear more as the implementation SIOP’s new web site software system stabilizes.

Fourth, SIOP has established a collaboration relationship with the EEOC through the efforts of Mark Poteet, Professional Practice. This is a developing relationship so I expect there will be more to report in the coming months.

Fifth, **Milt Hakel**, SIOP Foundation president, and Fred Oswald, Science officer, organized the Inter-Association Data Task Force (IT-ADTF), which represents the interests of an international cross-section of applied psychology associations and individuals; they serve as its cochairs. What prompted this is a proposed draft accord for “Open Data for Open Science” under development by the Expert Working Group of Science International (SI). According to a communique:

Science International is a new coalition of the major international science bodies—the International Social Science Council (ISSC), the InterAcademy Partnership (IAP), The International Council for Science (ICSU), and The World Academy of Sciences (TWAS)—to bring its members’ combined international representation and credibility to act as a single global voice for science in the international policy arena. At its first meeting, to be held from 7-9 December in Pretoria, South Africa, the participating institutions will discuss the topic of big data/open data.

The objectives of “Science International” are: To consolidate a fragmented global science policymaking landscape, creating a single, recognized and authoritative global voice for science in the international policy arena; To deepen strategic alignment amongst partner organizations

and develop a platform to catalyze future high-impact initiatives; To tackle one issue of relevance to global science policy each year and to follow up on its recommendations over the following two to three years.

This has obvious implications for the science and practice of I-O psychology. ITADTF provided comments on the third draft of the accord, which was adopted at a meeting in early December. After inspecting the accord Milt noted: “After a couple of hours spent comparing the final Accord with Draft 3 and our comments about it, my conclusion is that our time and effort was well spent. I had little expectation that the major premise, ‘Open data should be the default position for publicly funded science,’ would be altered. Nevertheless, inspection of the long version reveals that the full Accord as adopted has become more consistent with the positions we advocated in our comments on Draft 3.” You can view the accord here: <http://www.icsu.org/science-international/accord>

Finally, Nadene Venter, chief operations officer of the Society of Industrial and Organizational Psychology of South Africa (SIOPSA), made a presentation to the EB regarding the potential to establish a formal collaboration between SIOP and SIOPSA. Incoming President Jim Outtz was instrumental in this process. SIOP is expanding its international collaboration activities, so expect more information as this process unfolds.

Other News and Developments

I attended the Leading Edge Consortium (LEC) that was held in Boston in early October. The topic was *Building a High*

Performance Organization: A Fresh Look at Performance Management. The LEC was chaired by **Elaine Pulakos** and developed by her able committee members **Mariangela Battista**, **Allan Church**, **Erica Desrosiers**, **Gene Johnson**, and **Cheryl Paulin**. It was my first LEC and I thought the structure and content was quite good. In a nutshell, performance *evaluation* systems in organizations used for personnel accounting functions are shifting towards performance *management* systems that are designed to enhance motivation and effectiveness. By design, most of the presentations had a decidedly practical orientation, although I took note that changes being proposed and implemented by I-O psychologists all have deep empirical support in the literature. I suggested to Elaine and **Nancy Tippins**, Professional Practice Series editor, that they ought to organize a book for the series based on the LEC, as the material was engaging and cohesive. Stay tuned.

Start making your plans for the next LEC. It will be chaired by **Alexis Fink**, Intel, and the topic is *Analytics and Big Data*. Big data is everywhere across the spectrum of practice and research. It entails new analytic techniques to make sense of big data (e.g., data mining) as well as new research methods that generate big data (e.g., computational modeling). This LEC should prove fascinating and is truly on the leading edge.

The SIOP Education and Training (E&T) Guidelines for Graduate Education are undergoing a revision required by APA as it has been some time since they were last updated. This is an enormous undertaking that

has been ably managed by **Whitney Botsford Morgan**, chair of E&T, Subcommittee Chair **Stephanie Payne**, and **Laura Koppes Bryan**, Instructional and Educational officer.

At the fall 2015 EB meeting, the ad hoc LGBT Committee was voted to become a SIOP standing committee to better reflect the continuity of its ongoing activities and growing community of interest. Congratulations to the hard work of its many committee members and supporters, **Katina Sawyer**, chair, and **Mo Wang**, Membership Services officer.

The January EB meeting, to be held at our upcoming conference venue in *sunny southern California*, will mark a handoff in our APA Council Representatives. I want to thank and acknowledge **Rodney Lowman** and **Deborah Whetzel** for their service. SIOP has an historic role in APA and ongoing interests that need to be monitored and advocated. There is always something brewing in APA governance, so it is an important and time consuming role, perhaps especially now with the release of the Hoffman report with its implications as an impetus for many likely changes at APA. I offer many thanks to Rodney and Deborah for their efforts on SIOP’s behalf and I welcome SIOP’s new APA Council Representatives, **Georgia Chao** and **Gary Latham**. Welcome!

For those of you who submitted proposals or papers for the SIOP conference, you were informed of their status in early December—right on schedule. That was *amazing* because the SIOP Administrative Office (AO) was in the midst of a major software

upgrade that encompassed all of SIOP’s administrative systems (internal and external), including those used to manage conference submissions, reviews, and communications. According to **Evan Sinar**, Conferences and Programs Officers, “It was a massive effort due to the technology issues and system changes, probably double or triple [the effort of] a typical year which is already quite heavy—basically the entire process had to be created from scratch and rechecked numerous times.” Thanks to Dave Nershi, everyone in the AO, the SIOP Program Committee, and SIOP Program Chair **Scott Tonidandel** for their herculean efforts to assemble the conference program on schedule!

I would also like to acknowledge Presidential Theme Track Chair, **Zack Horn**, and his committee members **Tara Behrend**, **Stu Carr**, **Gloria Gonzalez-Morales**, **Ryan Johnson**, and **Emily Stehura** for the creative set of presentations and activities they have organized to showcase my theme of *having an impact and making a difference*.

Finally, the SIOP elections held in November will have the EB welcoming new and returning members in April when the EB meets following the Annual Conference. Welcome to SIOP Incoming President Fred Oswald, Incoming External Affairs Officer **Janet Barnes-Farrell**, Incoming Instructional and Educational Officer Milt Hakel, and Incoming Professional Practice Officer **Rob Silzer**. In the meantime, make your plans to attend the 31st Annual Conference in sunny southern California April 14–16, 2016! I hope to see you there!

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Event Schedule

Schedule subject to change. Last updated September 1, 2015.

Full registrants of the conference may attend any of the events below for no additional charge, except for where noted. Guests may attend general conference receptions with an additional fee. **For more info, please visit www.siop.org/conference.**

\$ additional registration fee * by invitation only (AH) Hilton Anaheim hotel (CC) Anaheim Convention Center

Wednesday, April 13, 2016

7:15am – 12:00pm
8:00am – 5:00pm
8:30am – 7:30pm
12:00pm – 4:00pm
12:00pm – 8:00pm
3:00pm – 5:00pm
5:00pm – 6:00pm
6:00pm – 8:00pm
8:00pm – 10:30pm

Preconference Workshop and Consortia Registration Open (*Location TBD*)
Consortia General & Breakout Sessions (Doctoral*, Masters*, & Junior Faculty) \$ (AH)
Preconference Workshops and Reception \$ (AH)
Exhibitor Set-Up (CC)
General Conference Registration Open (CC)
Placement Center Open \$ (AH)
Newcomer Reception (AH)
Welcome Reception, **presented by CEB** (AH)
SIOP Foundation Awards Presentation and Dessert Reception* (AH)

Thursday, April 14, 2016

7:00am – 8:15am
7:30am – 8:30am
7:30am – 6:00pm
8:00am – 5:30pm
8:30am – 10:00am
10:00am – 10:30am
10:00am – 5:30pm
10:00am – 12:30pm
10:30am – 6:00pm
10:30am – 6:00pm
3:00pm – 3:30pm
6:00pm – 7:00pm
6:00pm – 7:00pm
6:00pm – 8:00pm

Fellows Breakfast* (AH)
Continental Breakfast (AH)
Registration Open (CC)
Placement Center Open \$ (AH)
Opening Plenary Session (AH)
Coffee Break (CC)
Exhibit Hall Open (CC)
Placement Center Open Houses \$ (AH)
Continuous, Concurrent Conference Sessions (CC)
Theme Track (CC)
Coffee Break (CC)
Committee on Ethnic Minority Affairs Social Hour (AH)
International Reception (AH)
Networking Reception & Top Poster Display (AH)

Friday, April 15, 2016

7:30am – 8:30am
8:00am – 5:00pm
8:00am – 5:30pm
8:00am – 6:00pm
8:00am – 6:00pm
8:30am – 5:30pm
10:00am – 10:30am
3:00pm – 3:30pm
5:00pm – 6:30pm
5:00pm – 6:30pm
5:30pm – 7:30pm
6:00pm – 7:00pm

Continental Breakfast (AH)
Registration Open (CC)
Placement Center Open \$ (AH)
Continuous, Concurrent Conference Sessions (CC)
Friday Seminars \$ (CC)
Exhibit Hall Open (CC)
Coffee Break (CC)
Coffee Break (CC)
Science Funding Speed Mentoring (AH)
Practitioner Speed Mentoring (AH)
Exhibitor Tear-Down (**Note: Exhibit Hall is not open on Saturday**) (CC)
Lesbian, Gay, Bisexual and Transgender Committee and Allies Social Hour (AH)

Saturday, April 16, 2016

7:00am
7:30am – 8:30am
8:00am – 12:00pm
8:00am – 3:00pm
8:00am – 4:30pm
10:00am – 10:30am
3:00pm – 3:30pm
4:30pm – 5:30pm
6:00pm – 8:00pm

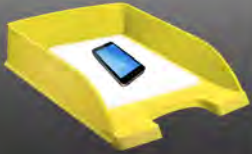
Frank Landy 5K Fun Run, **presented by EB Jacobs and SHAKER** \$
Continental Breakfast (AH)
Placement Center Open \$ (AH)
Registration Open (CC)
Continuous, Concurrent Conference Sessions (CC)
Coffee Break (CC)
Coffee Break (CC)
Closing Plenary Session, featuring Keynote Address by Laszlo Bock (AH)
Closing Reception (AH)

Sunday, April 17, 2016

9:30am

Temecula Wine Tour \$

The Editor's Out-Box



Morrie Mullins
Xavier University

On Accountability

This is going to be one of my shorter (probably the shortest) editorial columns. I'll most likely make up for it with the one in April, though, so please don't feel cheated! The truth is, what I have to say this month doesn't require as much in the way of word count.

One of the criticisms of digital *TIP* that I most fervently wish I could have addressed is that despite publishing in a purely digital format, we still function a lot like a print publication. There are a lot of things digital publishing brings with it, but to me, one of the most important is interactivity. With interactivity, you get community building, as the conversation that begins in one issue can continue in the 3 months before the next issue is published.

I believe that *TIP* can be a source for community building. That's why the very first feature article I solicited and ran as editor was Anita Blanchard's "Virtual Communities in I-O Psychology" (Blanchard, 2013).

Turns out, though, that building a virtual community is hard! I've tried a few approaches through the SIOP web space, and both the Electronic Communications Committee and SIOP's Administrative Office have been nothing short of wonderful in providing insights and tools.

But the Internet is not a Field of Dreams, where if you build it, they will come. It's more a "Field of a Million Things I Need to Work On, Thanks," where if you make interaction too difficult, it won't happen. It needs to be easy. It needs to be seamless. And if I'm reading the signs correctly, it's something that will hopefully become reality within the next few issues.

We are not, however, there just yet.

The limitations of our publishing model really came home to me with our last issue. In it, we saw the final installment of **Rob Silzer** and **Chad Parson's** "Practice Perspectives" columns, in which they wrapped up with a summary of the work reported in that column over the past 7 years. It's an impressive and important body of work.

What we did not see in the October issue was a letter to the editor from Rob Silzer and **Allan Church** (it appears in this issue instead). I was queried about the possibility of submitting a letter after the issue's deadlines and agreed to allow the letter to be submitted. When I received it and saw that the content might be considered "controversial," I did what I typically do in such a situation. I provided a copy to the SIOP EB.

I soon received an indication that the EB thought a response was needed. Given that we were well past the deadline for new submissions, I, as editor, was faced with a choice.

Do I run the letter in October and allow something that SIOP's leadership felt warranted a response to be the sole perspective readily available to members, for 3 months? Or do I hold the letter, despite its exhortation that candidates for SIOP office address issues of practitioner satisfaction in the upcoming election, until I can run the letter and a response side by side?

I chose the latter. This conversation is too important to have the two perspectives presented 3 months apart, and that would have been the net result given our publication model.

Did I recognize that this could have an effect on the election? I did. But as I've read, and re-read, and re-re-read the original letter, I don't see any way that the proposed requirement could have been implemented for this election cycle. There was also no way to keep candidates who wanted to include discussions of practitioner satisfaction with SIOP in their platform from doing

so, nor should there have been. I was not at all surprised to see that issue highlighted by several candidates.

I was surprised, however, to learn that a copy of the letter had been circulated claiming that the EB had delayed the letter's publication.

This is categorically not true. The decision was mine, as editor, and I believe it was the right one. We hear the phrase "fair and balanced" a lot, when people talk about news, and to be honest it's not always used in a way that makes those words particularly meaningful. To me, being fair and balanced means presenting both sides of a story in a fashion that allows the viewer/reader to make an informed decision based on the totality of information.

So I delayed the letter, and in this issue, it runs just before a guest editorial that addresses not only the letter's contents but also the contents of the final Silzer and Parson columns.

It's an important conversation, and as I've indicated before, perhaps the most important conversation for SIOP to be having. SIOP *needs* a vibrant practitioner community. To be "scientist-practitioners," we need science, and we need practice. If a large proportion of our practitioner community is dissatisfied, SIOP needs to respond.

I believe it is. But you can read both perspectives in this issue and decide for yourself.

Short. I said this was going to be "short." Ah, well. On to the content!

We begin with the President's Column, from **Steve Kozlowski**, which touches on a number of important topics. Then we have not one but three letters to the editor. The first, from **Camille Drake-Brassfield**, encourages us to think about lessons I-O can learn from the 2011 Penn State scandal. The second comes from Kay Muchinsky, and the third is the aforementioned letter from Rob Silzer and Allan Church.

The letters are followed by a guest editorial from **Alex Alonso, Cris Banks, and Mark Poteet**, which examines the work SIOp has done, and is continuing to do, to support the practitioner community.

Moving to our regular editorial columns, in the Practitioners' Forum, **Robert Bloom, Laura Freeman, Valentina Bruk-Lee, Jerilyn Hayward, and Donna Roland** share exciting new opportunities for SIOp's practitioners to be recognized as experts in workplace health and well-being. **M. K. Ward** and **Bill Becker** return with the second half of their interview with Dr. Vivienne Ming. If you missed the first half in our prior issue, it's well worth the read! **Steve Discont, Craig Russell, and Katina Sawyer** then offer a synthesis of interviews with a group of seasoned members of SIOp with first-hand knowledge of what it's like to be a member of both the LGBTQ and I-O communities.

On the academic side of things, **Loren Naidoo** flies solo in "Max. Classroom Capacity" for the first time, and gives us more information about his background and what we can expect from the column. **Allie Gabriel** provides interesting insights about lessons she has learned, teaching a class of

over 200 undergraduates. I remember very well walking into my first class of that size and realizing that I needed to add another skill-set to my repertoire!

Also thematically-linked are this issue's "I-Opener" (with **Eleni Lobene** joining **Steven Toaddy**) and TIP-TOPics (courtesy of **Thomas Sasso, Jessica Sorenson, and Grace Ewles**). Both deal, from different perspectives, with a topic that's on a lot of our minds: the upcoming Anaheim conference! (Note to self: Check flights...)

Ashley Hoffman's "Spotlight on Humanitarian Work Psychology" this issue provides a fascinating interview with Dora Ward Curry. Meanwhile, **Richard Vosburgh** ponders issues of strategy and measurement, and Cris Banks and **Chester Harvey** step in for an issue to guest write the "Legal Front" column and bring us up to date on developments and trends related to wage and hour litigation.

Seth Kaplan and Laura Uttley offer more updates on how to expand I-O's impact across the federal government, and I am again reminded at just how much more visible work like theirs has made all of our work. **Lynda Zugec** welcomes **Stewart Forsyth**, who describes I-O in New Zealand. **Tiffany Poepelman** and **Nikki Blacksmith's** Modern App this issue focuses on the use of performance management technologies for coaching, and **Milt Hakel** returns with the Foundation Spotlight. Finally, **Jeff Cucina** and **Nathan Bowling** provide a fascinating look at the many contributions of John C. Flanagan.

This issue brings with it five feature articles; in the first, **Meredith Ferro, Ben Porr, Ted**

Axton, and **Somer Dumani** provide the second in a series of articles highlighting results from the 2015 Practitioner Needs Survey. In this issue, they focus their attention on practitioner professional development.

Thomas Stetz and **Todd Chmielewski** then provide a set of six (why not 10? Read and find out!) career lessons they have gleaned over the course of their completely adequate careers. I have to say, I did not see their last lesson coming. Well-played, Tom and Todd. Well-played indeed.

Logan Michels, **Courtney Gear**, **Dan Sachau**, and **Dick Olson** then return to wrap up their series of short features. In prior issues, they have focused on mergers and acquisitions as relate to major consulting firms. In this issue, they offer a timeline of the origins of various companies involved in the I-O landscape. For anyone interested in the history of major players in our field, Logan, Courtney, Dan, and Dick have done wonderful work synthesizing a lot of information into very readable and digestible formats.

Terri Shapiro, **Anna Erickson**, and **Bill Farmer** then offer up a look at one of the oldest—no, I’m sorry, **the** oldest and largest local applied psychology group in the country, New York’s METRO. (And if those aren’t accurate descriptors, I’m sure I’ll mention something in the April issue!)

In their “Unleashing Human Potential Through the Science of Work,” **Lori Foster**, **John Scott**, **Deborah Rupp**, **Lise Saari**, **Mathian Osicki**, **Kristin Charles**, **Drew Mallory**, and **Dan Maday** provide yet another important and timely article from SIOP’s UN team.

We begin our reports with an update from the APA Council of Representatives. In this report, **Lori Foster**, **Deirdre Knapp**, **Rodney Lowman**, and **Deborah Whetzel** offer their observations on this summer’s APA Council of Representatives meeting. If you’re an APA member, or are concerned about the recently-published Hoffman Report, you have to read this article. It’s that important.

Returning to the topic of conferences, **Eden King** provides a “welcome!” message, **Scott Tonidandel** offers insights into the 2016 program, and **Silvia Bonaccio**, **Margaret Beier**, **Angela Grotto**, and **Christopher Wi-ese** remind us that there is, in fact, more than just SIOP that we can attend and update us on the submission deadline for the APS convention in Chicago.

Mark Poteet provides a number of updates from the Professional Practice Committee, SIOP’s Electronic Communications Committee encourages us all to “Take the Challenge!” and we wrap up with IOTAs from Alyssa LaCava and Members in the News courtesy of Clif Boutelle and a fairly comprehensive list of conferences and meetings from **Marianna Horn**.

...checking word counts now...

A thousand words less than last issue. Maybe, just maybe, I can do this “brevity” thing after all. Enjoy!

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Letter to the Editor



Dear Sirs:

The Past Begets the Future

No story of modern times has hit the public as hard as the Jerry Sandusky story. It was a big disappointment for football hopefuls, parents, employees at the school, and the world at large. Although the guilty party serves his time in prison, I am baffled by one thing: Why do employees witness wrong doings and turn a blind eye? The events at Penn State University are not unique. We all can attest to a time when had someone spoken up for truth, someone would have saved the day. It is this aspect of the organization's culture that I wish to explore. According to Ostroff, Kinicki, and Tamkins, as cited in Muchinsky (2011), the culture of an organization comprises of three layers: (1) observable artifacts, (2) endorsed values, and (3) basic assumptions.

The Observable Artifacts of Penn State University

For many years the organization of Penn State had enjoyed the fruits of hosting a flagship football program. They (sports administrators) trained the best, and the institution was known for this excellence far and wide. No one could dispute the glory of those moments up until the allegation came to the fore and then the claims were brought to court.

The Endorsed Values

According to Muchinsky (2011), organizations thrive on values that are shared among the members of the organization. When those values are healthy and positive, it makes for a good organizational belief. However, when those values are infiltrated by individuals with motives contrary to the wholesome organizational ones, it spells T-R-O-U-B-L-E. We cannot claim to have endorsed values when members of the organization knowingly turn a blind eye to that trouble.

Mitigation of Trouble

In light of that event at Penn State, organizations now need to look at ways in which trouble can be eliminated/discouraged.

Those answers I assure you may be found in history books and perhaps in research where empirical evidence is tested and answers found. My personal recommendation is to encourage a time of reflection and introspection at the corporate level. Secondly, I would recommend that a proper system be instituted to deal with feedback from members of the organization. Sometimes this feedback will unfold good stories that bring a smile to the faces of all and a pat on the back of the hard-working organizational members. Yet, this feedback could also bear tidings of events that could potentially cause shame and disgrace to the organization. If that business were a parent and had looked out for you all during life, would you not feel

compelled to KEEP that parent safe if you were in a position to do so? I hope so. In short, as employers/employees, we need to promote positive attitudes and healthy habits as part of the future artifacts of our individual organization.

Dr. Camille Drake-Brassfield,
Member of SIOP
810 NE 44th Lane,
Cape Coral , FL 33909

Reference

Muchinsky, P. M. (2011). Psychology applied to work (10th ed.). Summerfield, NC: Hypergraphic Press.

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Registration Now Open!



**Get all the information about the
31st Annual SIOP Conference at
www.siop.org/Conferences/**

Letter to the Editor



Dear Morrie,

I would like to sincerely thank you and your staff at *TIP* for honoring Paul's memory in the last *TIP* publication. We are touched that the man we all loved so much was honored with such high esteem and praise. Paul would have loved the cover! Paul always felt that his book was the best accomplishment that he made in his career.

We feel fortunate that **Satoris (Tori) Culbertson** made such an outstanding contribution to the 11th edition of *Psychology Applied to Work*® as coauthor and that she has signed a long term contract with Hypergraphic Press. Though preliminary, plans are already in the works for the 12th edition. Our world changes so rapidly and Tori will ensure that Paul's life legacy will remain relevant and continue to be updated for future generations of I-O students.

We look forward to attending the SIOP conference in 20 years when the time capsule holding the 11th edition of *Psychology Applied to Work*® by Paul and Tori is opened and celebrated. As one of the original founders of SIOP, contributing to the time capsule was a special honor for Paul, and your tribute in the last *TIP* issue was a fitting capstone in his 5 decades of work in the field.

Sincerely,

Kay Muchinsky

Letter to the Editor



Dear Morrie,

Thank you for your service as *TIP* editor.

We are writing in reaction to the results of the recent 2015 Practitioner Needs Survey that was reported in the last issue of *TIP* (Oliver, Ferro, Napper, & Porr, 2015).

Oliver et al. report startlingly low practitioner satisfaction with SIOP ratings from their recent membership survey. The average satisfaction rating across 12 areas is *below 3.0* on a 1.0–5.0 rating scale. In some areas the ratings are even much lower (see Oliver et al., 2015 and Silzer & Parson, 2015):

- Recognition of practitioners for Fellow status: 2.77
- Recognition for practitioner contributions: 2.73
- Support for I-O practice careers: 2.76,
- Opportunities for practitioners to influence SIOP decisions: 2.82

What is most disappointing is that these practitioner satisfaction ratings are on average at the same low level as they were 8 years ago based on the results of the 2008 Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008). In 2008, there were also major differences in satisfaction among member groups with full-time practitioners' ratings falling far below other member groups on almost all areas. In 2015 some practitioner satisfaction ratings have fallen even lower than the 2008 ratings. The ratings are moving in a downward trend over the last 8 years.

Earlier member surveys in 2000 and 2002 (Waclawski & Church, 2000, 2002) found no major differences in reported satisfaction between different member groups (as opposed to the significant differences found in the 2008 survey results). The three lowest rated areas of member satisfaction were:

- Hotel room availability at the conference (2.61 in 2000, 2.51 in 2002).
- SIOP's ability to promote I-O to business (3.25 in 2000, 3.14 in 2002, with practitioners being slightly more dissat-

ified than other member groups).

- SIOP's ability to promote I-O psychology to other areas of psychology (3.54 in 2000 and 3.37 in 2002).

There are two troubling trends over the last 15 years.

- Practitioner satisfaction ratings have been getting significantly WORSE
- A divide has EMERGED and WIDENED in satisfaction ratings between member groups

The 2015 results clearly indicate that SIOP is not doing enough to serve the interests and professional needs of I-O practitioners. The other possibility is that the SIOP leadership is indifferent to I-O practitioners. After all, the SIOP leadership and the president's role continue to be dominated by academics/researchers. Surely SIOP leadership has been well aware of the dissatisfaction of I-O practitioner members. Do they just not care about member satisfaction?

In most organizations an employee satisfaction rating of 3.0 or below would set off alarm bells and urgent action would be taken to address the underlying issues and raise the employee satisfaction levels. Most I-O practitioners fully understand this issue and many are skilled in addressing employee satisfaction issues in their client organizations. Perhaps it is conceivable that some academic/researcher members do not fully understand the critical nature of this result or its negative impact on the whole organization. But how can they just ignore this critical issue

for the last 8 years? There is little doubt the low ratings are a fundamental organizational problem in SIOP and they are at a critical level. It is troubling that SIOP leadership has not addressed these issues.

There are some immediate steps that can be taken to begin to address these concerns.

1. *Require public leadership commitment.* Starting this year all candidates for the positions of president elect and professional practice officer should be required to answer specific questions on their commitment to I-O practitioners and the actions they intend to take to address the practitioner satisfaction issues. Their responses should be distributed to all SIOP members.
2. *Develop a practitioner strategic plan.* SIOP should launch as special task force composed of a mix of full time practitioners from internal and external settings with varying degrees of experience and knowledge of the society to develop a practitioner strategic plan that describes and addresses the critical areas of practitioner dissatisfaction.

It is important that the task force fully represent all practitioner members, including internal/external, new and experienced, some experienced and inexperienced with SIOP leadership/politics. The draft should be distributed for membership public comment and the final plan presented at the SIOP conference. Every SIOP president and Professional Practice Officer should be held publicly accountable for achieving the plan. The plan should:

- Provide equitable representation on leadership slates and key leadership positions and perhaps a balance rule for the Executive Board
- Develop communication outlets for practitioners including alternative publication formats that better support practitioner needs (such as shorter more timely articles, dual focus articles, editing by practitioners, etc.)
- Identify steps to reach equitable recognition in awards, appointments, committee chairs, and so on.
- Introduce new conference formats that better meet practitioner professional needs
- Outline roles and linkages between the plan and other existing committees (e.g., Publications, Conference, Professional Practice) as well as a means for establishing a permanent process for ensuring practitioner engagement is closely monitored and satisfaction increases over time.
- Provide recommendations for ways to reengage senior I-O practitioners who are internal to organizational settings who have moved away from SIOP given its academic leanings at conferences and in publications. Attention should also be given to engaging independent practitioners who have been disappointed with the lack of SIOP professional support.

How many years have I-O practitioners heard excuses from the SIOP leadership on why practitioners professional needs are being ignored or dismissed? Although

we now have data documenting 8 years of dissatisfaction, the problem has existed longer but has been getting worse. SIOP members, particularly I-O practitioners, need to hold the SIOP leadership accountable for addressing these significant practitioner concerns. Nothing less than a fully satisfied membership is essential to the success and effectiveness of SIOP.

The time to act is right now.

Respectfully,

Rob Silzer, PhD
Allan Church, PhD

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Guest Editorial



Alexander Alonso
Society for Human
Resource Management

Cristina G. Banks
Lamorinda Consulting,
LLC

Mark L. Poteet¹
Organizational Research
& Solutions, Inc.

Does SIOP Work for Practitioners? Evidence, Accomplishments, and Plans

In the October issue of *The Industrial-Organizational Psychologist* (TIP), Silzer and Parson (2015) reviewed information they and their colleagues have assembled in the Practitioner Perspectives column, covering 30 articles and reports from 2008 to 2015. They present a summary of practitioner-related issues identified and initiatives taken since 2008. They note issues with respect to a myriad of topics including communication, publication, and gaps between science and practice. They also identify 10 critical issues for I-O psychology practice and practitioners. Silzer and Church augment the critique of SIOP's attention to practitioner needs and issues specifically focusing on the results of the 2015 Practitioner Needs Survey (Oliver, Ferro, Napper, & Porr, 2015) in their Letter to the Editor in this issue of *TIP*.

The purpose of this article is to discuss initiatives and progress SIOP has made in recent years in addressing practitioners' needs while outlining possible reasons for continued practitioner dissatisfaction. We offer ideas for creating new opportunities for practitioners by describing current initiatives and plans underway within the SIOP Professional Practice Committee (PPC).

Silzer and colleagues raise a valid concern about practitioners' continuing dissatisfaction as revealed in the latest Practitioner Need Survey (see Silzer & Parson, 2015, for a comparison of 2008 vs. 2015 results). Several areas continue to be a concern: practitioner recognition through awards and election to Fellow status, support for practitioner career advancement, support for practice-oriented research and projects, election to leadership roles, support for obtaining licensure, and overall influence on the future of SIOP. We agree that SIOP needs to do more in these areas.

When setting the practitioner agenda for the future, it is important to review and acknowledge the work that SIOP leadership, committees, and volunteers have accomplished over the last several years to address practitioners' needs. Many actions and programs initiated by volunteer committees and leadership have yielded positive results and, in our view, have closed gaps in service to practitioners. However, other gaps exist, some of which

¹ Authors' names are listed alphabetically.

can be addressed while others are more structural and therefore more difficult to fix. Our intention here is to provide a path for making more progress in the future.

Actions and Initiatives

Over the past several years SIOP has undertaken several initiatives to address practitioners' needs generally and specifically concerns highlighted in the 2008 Practitioner Needs Survey. Initiatives are grouped within three broad themes: practitioner recognition; practitioner development; and practitioner impact.

Practitioner Recognition

Distinguished Early Career Contributions Award for Practice. In 2011 SIOP introduced a Distinguished Early Career Contributions Award for Practice, with an extended period for qualification. Since its inception, seven practitioners have been recognized: **Eric Dunleavy, Jennifer Geimer, Alex Alonso, Rich Cober and Tracy Kantrowitz, Jeff Cucina, and David Van Rooy.** This award supplements two existing practitioner-eligible awards: the Distinguished Professional Contributions Award and Distinguished Service Contribution Award.

SIOP Fellowship. A common perception of SIOP members is that a disproportionate number of academics are elected to Fellow status compared to practitioners, and this indeed was reflected in both the 2008 and 2015 Practitioner Needs Survey results. Data provided by the SIOP Administrative Office indicate that there are 337 active Fellows within SIOP of which 71% ($N = 239$)

are academics. Over the last six years 33 practitioners were elected Fellows compared to 87 academics. As of 2015 approximately 8% of SIOP nonacademics who meet the minimum qualifications for Fellowship have been elected compared to approximately 28% of Fellow-eligible academics. The total is clearly lopsided in favor of academics. However, signs of progress and improvement can be seen in the increasing numbers of practitioners elected Fellow over the last 6 years compared to the prior 13 years (33 vs. 28, respectively).

Upon closer examination of the numbers, the problem for practitioners is not election but rather nomination. As Table 1 clearly indicates, the number of academics ($N = 105$) nominated for Fellow status far outpaces those of practitioners ($N = 44$). Despite lower nomination rates, practitioners were elected at comparable or slightly higher rates than academics: success rates for practitioners ranged between 55–100% whereas success rates for academics ranged between 62–95%. In three of these years, practitioner elections to Fellow status outpaced that of academics. Increasing numbers of practitioner nominations and election to Fellow status can be largely attributed by SIOP's efforts to refine Fellow criteria, which broadened eligibility for practitioners and an effort to involve more practitioners on the Fellowship Committee.

Still, more needs to be done. What can be done? Ultimately, more practitioners need to be nominated for Fellow status. Until more practitioners are nominated, it is unrealistic to expect similar numbers of practitioners and academics to be elected.

Table 1
Practitioner Versus Academic Fellow Status Elections From 2010-2015

	Practitioner			Academic			Total		
	Nominated	Elected	Percentage	Nominated	Elected	Percentage	Nominated	Elected	Percentage
2010	5	5	100%	13	8	62%	18	13	72%
2011	3	2	67%	11	9	82%	14	11	79%
2012	5	5	100%	20	18	90%	25	23	92%
2013	5	4	80%	20	19	95%	25	23	92%
2014	11	6	55%	20	18	90%	31	24	77%
2015	15	11	73%	21	15	71%	36	26	72%
Total	44	33	75%	105	87	83%	149	120	81%

We recognize that this may be more easily said than done for various reasons. For example, practitioners may not know about other practitioners’ work—there is no easy forum for practitioners to publicize their work other than through book chapters (invited) and through publications. Conference presentations that may sound like marketing because they go into detail about applications (e.g., programs, practices) are specifically discouraged, thus inhibiting presentations of one’s applied work. In addition, the nature of client engagements may be confidential or considered proprietary and could limit the degree to which one’s accomplishments are communicated externally. Publishing practitioner work is also problematic both practically and methodologically, making it more difficult for practitioners to highlight their accomplishments. For many practitioners, there are no organizational incentives to publish, and time demands may preclude those who want to do so. Unlike academics, publishing is not part of their job description.

Potential ways to increase awareness of practitioner achievements and contributions can include (a) SIOP recognizing alternative venues for publicizing practitioners’ work beyond conference presentations or book chapters (e.g., blogs; interviews with business publications;

non I-O publications); (b) SIOP members making a more concerted effort to learn about their practitioner colleagues’ work; (c) SIOP leadership making members more familiar with the nomination process and criteria for Fellow status; (d) SIOP members increasing their effort to identify and nominate potential practitioner Fellows; and (e) SIOP leadership creating one or more new practitioner awards or recognitions that are most compatible with the work practitioners do (e.g., copying APA’s Presidential Citation Award for Innovative Practice). Beyond early career and fellowship recognition, there may be other ways to highlight practitioners’ achievements or additional awards that are completely unique to I-Os in practice (e.g., recognition for distinguished work products or impact outside of the profession).

Practitioner Development

Leading Edge Consortium. SIOP has undertaken initiatives in recent years to advance the development of I-O practitioners through a dedicated conference for practitioners. In 2005, SIOP introduced the Leading Edge Consortium (LEC). Since its inception, the LEC program has attracted well over 1,700 attendees receiving science-based and implementable information on a variety of cutting edge topics (e.g.,

coaching; high performance teams; succession management; virtual workforce). As noted by Silzer and Parson (2015), attendance figures and revenue generated from the conference have varied considerably over the years. Initially, the past president of SIOP was responsible for selecting the LEC topic, but several years ago LEC topic and chair selection shifted to the management of the Professional Practice Officer and Practice Committee. The LEC continues to flourish as an important career development outlet for practitioners. Attendees report the conference as valuable and helpful. Across all LECs conducted, overall average ratings have been consistently strong across a variety of effectiveness criteria: the importance of the conference topic, the expertise and knowledge of the speakers, the value of the information provided, the degree of coverage of the LEC topic, and the conduciveness of the conference environment for networking. Average ratings range from 3.91 to 4.88 on a five-point scale (1 = *strongly disagree* to 5 = *strongly agree*), with only 2 out of 55 overall evaluations on these criteria dipping below 4. Attendees rated the item, the LEC is “one of the best overall conferences attended” from 3.54 to 4.10, a lower range of overall ratings than the items mentioned above but still favorable. Clearly, those who attend the LEC find value.

Practitioner Mentoring Program. This program began in 2009 largely in response to the call for more practitioner development opportunities in the 2008 Practitioner Needs Survey. This initiative was designed to provide early career practitioners with opportunities to receive guidance and advance their knowledge through

orchestrated meetings with experienced practitioners. Currently, two mentoring programs are available to practitioners: (a) the Speed Mentoring Event at the annual conference and (b) the Group Mentoring Program where a mentor and small group of protégés meet virtually on a monthly basis over a span of 4–8 months, typically from late summer to early spring.

In the Speed Mentoring Event at the Annual Conference, approximately 4–8 protégés meet in a roundtable format with 1–2 mentors for 20–25 minutes to receive guidance and advice on a specific topic. Protégés rotate between two roundtables/discussion topics per event, each event held in conjunction with the annual conference. Since inception, well over 300 practitioners have received mentoring through this event. Reactions to these events have consistently been positive, with average satisfaction and usefulness ratings exceeding 4.0 on a five-point scale.

The Group Mentoring allows a professional relationship to form among protégés and their mentor because the engagement is longer term. Matches between protégés and mentors are based on topics of mutual interest. This program continues to grow, having served approximately 200 practitioners through the first three programs (including a small pilot) and now serves over 90 practitioners in the current program. Average satisfaction ratings over the past two programs exceeded 4.0 on a five-point scale regarding their mentors and the program overall. Overall results demonstrate that these programs have been successful in providing practitioners with

sound career and technical guidance and advice, as well as the opportunity to build relationships and network. SIOP's support has been consistent, from providing space for meetings at the annual conference to providing financial resources for refreshments during meetings and telephone conference lines for the group mentoring sessions. The limiting factor in serving practitioners through SIOP mentoring programs is not practitioner interest, it is the availability and commitment of mentors.

SIOP Research Access. Begun in 2011, this initiative provides SIOP members, particularly practitioners, access to the SIOP Learning Center as well as multiple EBSCO databases containing research journals and professional publications to support their work when they don't have access through their place of employment. Low-cost subscription to the research literature and best practices in their fields is perceived as important to practitioners so that they can stay current and develop new practices. Growth in subscriptions has been steady since its introduction, increasing from 396 to 551 full-time subscriptions (an increase of 39%) and from 68 to 86 partial subscriptions (an increase of 26%) over the last 3 years. The PPC plans to conduct an SIOP Research Access satisfaction survey this year to learn how this program can be further improved.

Practitioner mini webinars. This program, initiated in 2011, provides short, video-taped presentations on practical topics of interest to I-O practitioners. SIOP members volunteer to develop and give videotaped presentations on topics of interest to practitioners. SIOP supports this effort by

providing financial resources for the video recording and editing as well as managing the mini-webinar delivery, such as helping with posting and communicating completed webinars to SIOP members. To date, seven mini webinars have been produced and posted on the SIOP website, covering topics such as how to have more influence and impact as a practitioner, how to tell one's story to senior leadership, how to develop leaders, how to evaluate leadership development programs, and engagement best practices. Growth in this service is slow, and the chief impediment to its growth is the difficulty in securing webinar presenters.

Other webinars. SIOP also underwrites video recording of webinars on a range of other topics of interest to both prospective and current I-O practitioners, such as hot topics in I-O psychology and a day in the life of an I-O psychologist.

Practitioner Impact

Annual conference. Before reviewing specific initiatives undertaken by SIOP to address practitioners' needs for impact and influence, we present trends and statistics for one of the most important avenues for any SIOP member to have influence: the annual conference. Comments are sometimes heard that the annual conference is "too academic" with too few sessions or programs of interest to practitioners. Table 2 below summarizes data provided by the SIOP Administrative Office regarding the proportion of sessions that can be characterized as "academic" versus "practitioner" oriented for each annual conference from 2009 to 2015.

Table 2

Breakdown of Annual Conference Nonposter Sessions by Intended Audience

	Mixed audience		Mostly relevant for academics		Mostly Relevant for Practitioners		Total sessions	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2009	158	50%	48	15%	108	34%	314	100%
2010	171	57%	47	16%	84	28%	302	100%
2011	170	61%	39	14%	71	25%	280	100%
2012	176	62%	45	16%	62	22%	283	100%
2013	163	56%	57	20%	72	25%	292	100%
2014	179	56%	84	26%	59	18%	322	100%
2015	206	61%	44	13%	87	26%	337	100%

In general, practitioner-oriented sessions equal or outpace those dedicated to academics. The annual conference produced a total of 2,130 nonposter learning sessions. Of these, 1,223 (57%) were designated as “mixed audience,” 364 (17%) were designated as “mostly relevant for academics,” and 543 (25%) were designated as “mostly relevant for practitioners.” Interestingly, the mixed audience sessions dominate both practitioner- and academic-oriented sessions year over year. We believe this reflects a significant level of integration and collaboration of science and practice within our profession. Clearly practitioners are being provided with comparable opportunity to influence our profession and achieve visibility as well as to acquire new practitioner-relevant knowledge across the majority of sessions.

SIOP membership upgrade amendment.

The SIOP Executive Board and Membership recently approved an amendment to SIOP’s bylaws that established a path for qualified Associate Members to upgrade to full Member status. Specific criteria for this upgrade can be seen here (<https://www.siop.org/associatetomember.aspx>). As noted in an August 5, 2015 article by Boutelle (2015) posted on the SIOP website, this change provides a greater range of benefits to qualified

Associate Members such as opportunities to vote and serve in leadership roles. We have already seen positive results; former Associate Members have upgraded to full Members. As this change would affect primarily I-O practitioners, this is a positive step forward toward providing a greater range of practitioners with a voice within SIOP.

Consultant Locator Service (CLS). This service, offered free of charge by SIOP, is designed to connect I-O practitioners who provide consulting services with organizations that require I-O expertise. Using input from multiple SIOP members, the CLS was revamped, improved, and relaunched in late 2014. The retooled CLS enables SIOP practitioners to provide more detailed descriptions of their expertise, different types of services offered, bios, resumés, keywords, links, and contact information including geographic areas of service. There are currently 334 SIOP members advertising their services through the CLS, a substantial increase from the previous versions. Very soon, SIOP will roll out a new service for all SIOP members based on the CLS, a platform for establishing national registries on specific areas of interest. Stay tuned for more information coming shortly.

SIOP–SHRM partnership. This collaboration with SHRM is designed to educate HR

professionals and encourage use of evidence-based HR practices in organizations. SIOP practitioners provide resources that integrate I-O psychology science with HR knowledge and practices. SIOP members voluntarily contribute to these resources such as HR-oriented white papers, which are posted to both organizations' websites for access by members of both organizations. This partnership has multiple benefits for SIOP and its members: further branding of SIOP as the resource for workplace psychology, increased visibility of SIOP consultants to external organizations, and additional avenues for keeping SIOP members up to date. Thus far, the primary focus has been the production of white papers, and 12 have been published on topics such as skill-based pay, executive coaching, applicant reactions to selection, managing diversity, competency modeling documentation, and cyber security training. Some of these papers are among the most downloaded resources by SHRM members, and seven papers are among the top 15 resources offered. Other initiatives are planned or underway to extend SIOP's collaboration with SHRM including creation of a series of joint webinars and publishing top-10 lists of HR-related research findings that can be translated into HR practice.

HRM Impact Award. SIOP, in partnership with SHRM, SIOP Foundation, and the SHRM Foundation, has created the HRM Impact Award, designed to reward organizations that have successfully implemented innovative and impactful, evidence-based HRM initiatives. Although the award does not require recipients to be members of SIOP, this effort helps to educate and reward HR practitioners who

practice sound workplace psychology and to further SIOP's brand and influence as the experts in workplace psychology. SIOP practitioners are indirect beneficiaries of such an effort as it heightens the importance and value of their work.

SIOP Contemporary Selection Recommendations (CSR) Task Force. In recent years a group of SIOP practitioners initiated a series of discussions with the Equal Employment Opportunity Commission (EEOC) to explore ways to collaborate on issues pertinent to both organizations. As a result of these discussions, the SIOP Executive Board created a formal task force consisting of several SIOP subject matter experts with the goal of summarizing issues and providing science-based guidance to the EEOC on employee selection-related procedures, which the EEOC could then share with its stakeholders. To date, several white papers have been created and presented to the EEOC for review on such subjects as validity generalization, adverse impact analysis, and basic minimum qualifications. Further information about this effort can be found here (http://www.siop.org/tip/Apr13/22_Kantrowicz.aspx). As with other initiatives discussed, the task force expands SIOP's visibility and influence on practice-related issues to a broader range of external stakeholders.

Challenges and Opportunities

SIOP and its member volunteers have undertaken many steps to better serve the needs and interests of I-O practitioners. Thus, it is indeed concerning that the 2015 results for practitioners' satisfaction remains at the level of results obtained in 2008. The fact that satisfaction results

have increased little since 2008 is a bit disheartening given the many, many hours SIOP leadership and member volunteers have put in to launch initiatives and complete projects specifically to address needs identified in the Practitioner Needs Survey. Perhaps the work of these volunteers has gone unnoticed, and we hope by enumerating these efforts that the products of their efforts might become more visible to the membership. It may also be the case that initiatives undertaken since 2008 had limited impact in addressing practitioner needs.

We want to point out and reiterate that there are substantial challenges to addressing practitioners' needs completely. Practitioners' needs are primarily addressed through the efforts of other practitioners. As mentioned earlier, highly successful practitioners are not easily identified and rewarded. SIOP criteria for awards and recognitions clearly favor things you can publicly see and count like publications and serving in leadership roles. More practitioners are likely to be elected Fellows if more are nominated for Fellow status, but this takes identifying who the exemplary practitioners are within the society. Practitioners may face some structural barriers to volunteering or participating in SIOP activities that can increase their visibility within the society, thus limiting their ability to help SIOP to better address practitioner's needs and interests. Barriers such as a lack of organizational support, limited resources, or few incentives for publishing or publicizing one's work make it harder for practitioners to exercise their voice and drive the society in new directions. With this in mind, it is worth noting

that several of the initiatives described above have involved large amounts of practitioner volunteer work, a clear sign of the dedication of many SIOP's practitioners.

With that said, SIOP continues to move forward with enhancing its efforts to serve its practitioner members. With regard to the 2015 Practitioner Needs Survey, members of the PPC will publish a series of *TIP* articles over the next several months summarizing the survey results and provide recommendations for moving forward. (See the current issue of *TIP* for one such article.) The PPC also plans to hold a series of focus groups with a wide range of SIOP practitioners to further discuss the implications of the survey results in detail, which would ultimately lead to new initiatives and services that are likely to be more successful in addressing practitioner needs given the limitations noted above. We hope that these discussions will help to set the PPC's agenda for the next few years.

At the same time, the PPC will continue to move forward with its current projects that we believe will continue to enhance practitioners' impact and development. Detailed information on the PPC's goals and current initiatives can be found on the SIOP website and in the committee update in the October 2015 *TIP* (Poteet, 2015). In particular, we note the following projects that are currently underway:

- A *practitioner review database* project, which is designed to provide journal editors with a pool of qualified I-O practitioners ready and able to review journal submissions. This project can give practitioners another voice

in helping to contribute to scientific advancements while helping them stay on top of the latest scientific findings.

- *A consortium of psychologists interested in health and well-being* to help SIOP strengthen relationships with partner organizations in this space, with the goal of helping to educate and provide resources to SIOP practitioners who are interested in working or consulting in this growing field.
- *A business acumen competency model* that can be used to guide practitioners' ongoing development outside the traditional process and content areas of I-O psychology.
- A new initiative just underway designed to review current SIOP practices and programs, and research best practices, for encouraging discussion and sharing of information between scientists and practitioners.
- *Communicating through social media*, an effort to reach a broader range of SIOP members through social media activities, products, and services in order to increase awareness of SIOP resources available to them.

Summary

The Silzer and Church letter and the Silzer and Parson (2015) column raised points that had to be addressed, and we appreciate the opportunity to clarify the work SIOP has done to support the practitioner community. Over the past several years, several initiatives and improvements have been made to better serve practitioner members. Many of these activities are completed with

practitioner volunteers giving thousands of hours of their time at times without incentives for doing so. Unfortunately, satisfaction with SIOP among practitioner respondents to the 2015 needs survey remains at lower than desired levels, indicating that we need to continue our efforts to find the best programs and services to meet practitioners' needs. SIOP leadership supports the work of volunteers and provides resources, direction, decisions, and other forms of support to make these initiatives possible. Several ideas and suggested actions have been offered, but ultimately it's the work of volunteers that fuels this change. Therefore, if you see the need and want things to improve, then find ways to volunteer, participate, contribute, publish, and so forth. In the words of Ghandi, "Be the change you want to see in the world."

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Workplace Health and Well-Being: Advancing SIOP's Roles and Practitioner Opportunities

The Professional Practice Committee (PPC), in recent years, has been working to establish and build relationships with organizations in the workplace/employee health and well-being field in order to promote SIOP's involvement in research and practice efforts, and to identify opportunities for future collaboration to advance practice in this area. Within the past several months the PPC has focused its goals to also provide practitioners with resources and tools to further educate them on research, trends, and best practices, as well as build communities of interest internally and externally to SIOP. Our goal with this column is to provide a brief background on the importance of workplace health and well-being, describe some of the external organizations and resources currently available to practitioners, and outline more details about the PPC's plans and how practitioners can contribute.

The Importance of Workplace and Employee Health and Well-Being

As was described in Bloom, Ballard, and Royne (2013), there are several research trends, facts, and statistics that establish the importance of health and well-being issues for both employee and organizational outcomes. For example:

- 70% of working Americans cited work as a significant source of stress (American Psychological Association, 2012a)
- 41% of employees reported that they typically feel tense or stressed during the workday (American Psychological Association, 2012b)
- Low salaries, lack of opportunities for growth or advancement, heavy workloads, lengthy hours, and unclear job expectations have all been cited as contributors to employee stress (American Psychological Association, 2012b)
- Considerable research has focused on the effects that social stressors in the work environment have on employee well-being (Spector & Bruk-Lee, 2007).



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Creating a healthy workplace in organizations not only has a positive impact on employees but also positively affects the bottom line. A growing body of evidence outlines the relationship between employee and organizational health, wellness, and safety, and key organizational outcomes such as job performance, attendance, absenteeism, turnover, healthcare expenditures, productivity, and costs (American Psychological Association, 2015; Cooper & Bevan, 2014; Goetzel et al., 1998; Rosch, 2001). Given these important outcomes, and because employees spend a good deal of their lives at work and their job satisfaction substantially impacts their overall life satisfaction (Harter, Schmidt, & Keyes, 2003), there are many reasons for considering the business case for implementing psychologically healthy workplace initiatives.

It should not be surprising then that employers that understand the link between organizational performance and employee well-being have focused on creating wellness-driven programs and policies. WorldatWork indicates that almost half of organizations that responded to a survey have an employee well-being strategy in place and that 74% plan to offer more well-being initiatives (WorldatWork, 2015). As highlighted in Bloom et al. (2013), many programs/interventions are patterned around the five psychologically healthy workplace practices identified by The American Psychological Association (APA): employee involvement, work–life balance, employee growth and development, health and safety, and employee recognition (cf., Grawitch, Gottschalk, & Munz, 2006). Example programs include (a) increasing employee

involvement and empowerment such as self-managed work teams; (b) facilitating work–life balance such as flexible work arrangements and assistance with child care and elder care; and (c) implementing health and safety programs such as safety and security training and weight loss and smoking cessation programs.

Initiatives in the Health and Well-Being Arena in the U.S.

Recent years have seen a rise in efforts across a variety of professional disciplines and organizations to ensure that work environments are positive and healthy. As such, there are a variety of resources already available to SIOP practitioners who wish to learn more about this growing and important field. Below is a summary of some of these various organizations and resources:

- The Society for Occupational Health Psychology (SOHP) (<http://www.sohp-online.org>) promotes research, encourages application of research, and improves education in the area of occupational health psychology (SOHP, 2012). SOHP, along with APA, hosts a biennial Work, Stress, and Health Conference and produces a newsletter, and its website contains research-oriented resources. Further strengthening partnerships between SOHP and SIOP is a key goal moving forward.
- The Society for Human Resource Management Foundation has published a set of effective practice guidelines and strategies for promoting employee health and well-being (Chenoweth, 2011), and provides other compli-

mentary resources (<http://www.shrm.org/about/foundation/products/pages/healthwellbeingpg.aspx>; <http://www.shrm.org/hrdisciplines/benefits/articles/pages/wellness-re-source-page.aspx>).

- Interdisciplinary Center for Healthy Workplaces at Berkeley (HealthyWorkplaces) (healthyworkplaces.berkeley.edu): Within recent years, **Cristina Banks** and **Shelly Zedeck** created a research center at Berkeley to aggregate and integrate a broad spectrum of research findings across disciplines to generate a holistic picture of the healthy workplaces based on science. In addition to a repository of scientific articles spanning literature in public health, occupational health, nutrition, computer science, business, psychology, environmental design, engineering, medicine, industrial hygiene, architecture, human factors, and health psychology, the center initiates interdisciplinary research to fill in knowledge gaps and to develop a model of healthy workplaces that focuses specifically on physical and psychological states as the driver of overall health and well-being. The center's mission is to reinvent the workplace by capitalizing on all known science to enhance our understanding of how employees can not only avoid harmful factors but also be exposed to environments and engage in ways that promote their health and well-being. Factors considered include the built environment, work design, job demands and expectations, organizational policy, compensation and benefits,

interior design, social groups, leadership and management, and HR programs and practices. I-O psychology is central to the integration of all these factors because I-Os understand work and well-functioning organizations. HealthyWorkplaces is establishing national registries of experts across disciplines to enable interdisciplinary teams to form geographically across the U.S. and work together to initiate new research and to holistically apply new forms of workplaces based on the research findings.

- APA has multiple resources aimed at addressing employee and workplace health and wellness. For example, APA created a Center of Excellence for Workplace Health in the 1990s aimed at helping promote the application of psychology to workplace issues. They created the Psychologically Healthy Workplace Program (PHWP; see www.phwa.org) as “a public education initiative designed to engage the organizational community, raise public awareness about the value psychology brings to a broad range of workplace issues, and promote programs and policies that enhance both employee well-being and organizational performance” (Bloom et al., 2013). The program houses APA's Psychologically Healthy Workplace Awards, which have been awarded to more than 500 organizations for their efforts to create a positive work environment. SIOP and its members have contributed to and continue to work to strengthen the collaborative relationship with the PHWP, including two authors of the

current article, Robert Bloom and Laura Freeman, who are pioneering major involvement of I-Os in APA in the state of Tennessee. APA also publishes the *Journal of Occupational Health Psychology*, which practitioners who subscribe to the EBSCO Research Access Initiative or who have research access on their own can use to stay up to date on the latest research in this field.

- NIOSH is a government agency that supports research activities relating to total worker health. The Total Worker Health initiative supports research activities and best practices relating to the promotion of efforts that advance employee well-being through the prevention of risk factors and health hazards in the workplace.
- NIOSH and the APA also funded occupational health psychology training programs, and I-O psychologists have worked with APA and NIOSH to help shape curriculum training (Fox & Spec-
tor, 2002).
- The Work, Family, & Health Network (WFHN): WFHN is sponsored by the National Institutes of Health and the Centers for Disease Control and Prevention and is an interdisciplinary team of researchers working to advance the field of workplace psychosocial interventions to improve employee health and benefit employers. Researchers are doing longitudinal research to identify how work–family conflict impacts employees and how changes in the work environment can impact work–family conflict.
- There are now health-based companies consulting to organizations

(e.g., Sentis, Health Ways, Stay Well). A broader awareness of all of the concurrent research efforts and implementations would benefit from including the work of these organizations as well.

- In addition, positive psychology and positive organizational scholarship activities are helping to provide additional insights and avenues for pursuing research and practice into employee health and well-being. The Center for Positive Organizations at the University of Michigan (<http://positiveorgs.bus.umich.edu>), a research center devoted to influencing management practices through work relating to positive leadership, meaning and purpose, ethics and virtues, and relationships and culture in organizations, is one example of efforts in this area.

The above list is but a small sample of the resources, outlets, and tools available to practitioners to grow their understanding of this exciting field. Now is an excellent time to increase a general awareness so that we can all work together to build synergies and best serve organizations and the workforce.

What Does This Mean for SIOP?

In an effort to recognize the importance of a healthy workplace on organizational functioning and employee well-being and to create opportunities for interdisciplinary practice and research, SIOP's Professional Practice Committee (PPC) plans to spearhead efforts to bring SIOP members and these groups together to create a commu-

nity of interest as a forum for organizing the efforts. As a first step, the PPC will begin to create a registry on MySIOP for practitioners and scientists. Not only will this provide SIOP members with access to resources for partnerships, but it can also serve as a tool to link with other groups in other disciplines. Watch for an email from SIOP when the national registry is up and running and ready for I-Os to join. Also, if you are a researcher or have a passion for workplace/employee health and well-being, consider this a call to action: Start compiling research you have been a part of/successful interventions you have worked on that you'd like to share with your peers. The second goal of the PPC is to create a repository to share best practices, research, resources, and general information more broadly to encourage partnerships that may have not previously existed and to equip practitioners with the information they may need to help influence sound, evidence-based practice in this arena. This repository may include resources and information from not only SIOP members (e.g., white papers; presentations) but also links to external resources, organizations, and information that may be helpful to health and well-being practitioners. You can begin immediately to help out with this effort by contacting the PPC with any ideas, tools, or resources you believe would be helpful for your fellow practitioners. Please get ready to help increase the awareness throughout SIOP of all the great efforts in the field! We want to build SIOP's brand as experts in the area of workplace health and well-being.

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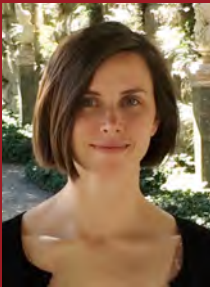
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Enhancing Cognitive Ability and Revolutionizing I-O Psychology: A TIP Interview With Dr. Vivienne Ming, Part 2



In this special issue we present the second part of our interview with Dr. Vivienne Ming, an accomplished scientist and entrepreneur with ties to several organizations including the [Redwood Center for Theoretical Neuroscience](#), [Socos](#), [Gild](#), [ShiftGig](#), [Bay Area Rainbow Day Camp](#), and [StartOut](#). In the first part of our conversation, we discussed her work that lever-

ages the power of algorithms, technology, and psychology. From these domains, Vivienne Ming and her colleagues have been able to measure how students think about course topics and precisely predict student grades. She has used a similar approach to predict job performance for someone without previous experience. Excitingly, she has developed a product that provides individualized intervention recommendations to parents for their children, which arrives via SMS messaging. This product can easily be extended to the work context to help managers get the most out of their employees.

We present the second part of our conversation in this issue, where we shift focus toward theoretical neuroscience. In this issue, we discuss the topic of cognitive neuroprosthetics and tiptoe up to the beginning of the massive task of considering its implications for society and the workplace. We invite you to consider this conversation, imagine the possibilities, and begin your discussions about future policy needs.

In our conversation, you mentioned a distinction between a machine that's designed to hear versus one that learns to hear. Is that where theoretical neuroscience comes into play?

Absolutely! You can think of theoretical neuroscience as a strong analog to theoretical physics. If we pretend we knew nothing about the brain, we would start from first principles. When I built a machine that learned how to hear, I started

from information theory (which is about quantifying uncertainty, such as a coin toss, and the “bits” of information gained) and functional channel capacity. What if I forget everything about biology? What would be the most effective hearing system one could build given the statistics of the natural world? I literally just walked around in the forest in Pittsburgh with a microphone and a computer; and that system learned how to hear in the natural world based purely on these very abstract ideas. We published a paper in *Nature* because what it ended up learning how to do was shockingly similar to what the mammalian cochlea does; individual code words in our system looked exactly like individual cells in the cochlea.

The idea of the “theoretical” of theoretical neuroscience is where we are really experimenting with the “whys” because we pretend we don’t know anything about what actually happens. If you want to understand hearing, you need to understand the “whys” of hearing. My answer covers a lot of sensory neuroscience, but there is similar work in motor prosthetics and now even problem solving and learning. So it’s really freeing us from being concerned with whether we got every ion channel right or whether we know about every neurocognitive piece of data collected. Another way to think of theoretical neuroscience is that it’s artificial intelligence meets natural intelligence. At one point, it was my job to design machine-learning algorithms to study the brain and to study the brain to come up with better machine-learning algorithms.

We saw neuroprosthetics specifically mentioned on your website. In I-O psychology, there has been some initial investigation into the [utility of neuro-feedback](#) for [leadership development](#). How are neuroprosthetics different from neurofeedback?

Starting on the prosthetics side, the only widely used prosthetic today is the cochlear implant. A neuroprosthetic is a technology device that’s literally wired directly into the brain, typically by implanting a device. Cochlear and retinal implants are sensory prosthetics, although the latter hasn’t yet been approved for widespread use yet. Implanting these devices provides the ability to see and hear to people living with profound deafness and blindness. Motor neuroprosthetics have recently been more high profile. For example, at the 2014 men’s World Cup in Brazil, there was a guy who kicked a soccer ball. Clearly, this wouldn’t normally be news at the World Cup. What makes it astoundingly newsworthy is that the man who kicked the ball was paralyzed from his neck down. Yet he walked up to a ball and kicked it, thanks to Miguel Nicolelis. [Andy Schwartz](#) at University of Pittsburgh and [John Donahue](#) at Brown University have also done foundational, but distinct, work in neuromotorprosthetics. This man at the World Cup was wearing an exoskeleton that plugged into his brain. So he thought about walking, and he walked; then he thought about kicking the ball, and he kicked it. There’s a number of people working in this area where instead of feeding sensory data into the brain, these neuroprosthetics read out motor patterns to drive robotic limbs.

People developing cognitive neuroprosthetics ask if we can literally make people smarter. There isn't yet any human research on this; the closest thing would be treatments for PTSD, depression, or Parkinson's disease that originated with stimulating the vagus nerve and then moved up to what's now known as "deep brain stimulation." My particular interests are in working memory span, metacognition, problem solving, and attention tasks. Imagine having an app that allowed you to dial up and down your attention or your working memory span. Regarding attention, imagine being able to dial up or down attention specific to senses like vision or hearing. I've had this question on my website for many years: What if it was 20 plus or minus 2? This is in reference to the famous paper that established that people's working memory span is 7 plus or minus 2. There's a growing body of animal research that demonstrates the ability to literally move and replace memories as well as task-related skills, particularly in rats and macaque monkeys. Most people's working memory spans are a huge predictor of their life outcomes. When we can fundamentally change it to three times higher, twice as smart as the smartest person you'll ever meet, I think you will have redefined what it means to be a human.

I used to think this was going to be 50 years in the future, but now I firmly believe that 20–30 years from now cognitive neuroprosthetics will be fully realized. Although this is my academic interest right now, we need to start having social policy discussions about cognitive neuroprosthetics today. There's a very strong relationship between your parent's wealth and your

IQ, metacognition, and so on. If you think we have inequality now, just wait until that becomes orders of magnitude more embedded because now your parents will be able to buy you a better cognitive implant.

So, neuroprosthetics differ from neurofeedback in that these are embedded systems that are directly interfacing with the brain. By being plugged directly into the motor cortex you can have people guide a cursor on a screen or a limb the same way they would guide their own, that is to say, with minimal conscious control, which is different from neurofeedback using EEG or that sort of information that involves more conscious control. I'm not saying there isn't value in the latter, but if you have to concentrate to be able to walk then you haven't truly restored walking ability in someone. It's amazing to see videos of people who are paralyzed being able to feed themselves and to walk just by thinking about it. It's obviously what many of us can all do, but when someone who is paralyzed gets the ability to walk again, then it becomes a superpower.

Where could we find out more about the work and the people working on neuroprosthetics?

See technology review's webpage by clicking [here](#). You can get information at the website for the [Nicolelis Lab](#), and you can view [BrainGate videos](#) for more information about [neuroprosthetics](#).

What milestones do you envision for your work at the intersection of neuroscience, technology, and entrepreneurship?

I sit on the board of a company called [Emozia](#), and we do passive emotional state prediction using mobile phones. We were interested in predicting manic and depressive episodes in bipolar sufferers using their platform, which is part of the reason why I agreed to join. What is really crucial to know is that in a single week of running our system with all of their users, it is very likely that we rival the total number of data points ever collected in the lab setting about emotion and mood. Again, this is after just 1 week. Yes, it is not controlled, and I'm not saying this is the equivalent of a lab study. Be that as it may, it might be time to rethink a lot of things. The Big Five personality dimensions is a 60-item survey from 50 years ago. We can take the page from theoretical neuroscience that says, "Let's pretend like we don't know anything." Let's design these amazing integrated systems to be integrated into schools, into work, and even integrated into people's everyday lives. Where we could, in a week, collect hundreds of millions of data points, and then come back and think hard. What does emotion actually mean in that context? I think there's a chance for a big revolution in behavioral sciences where now we can actually see how behavioral phenomena in the world actually manifest. We can leverage some admittedly complicated and necessary statistical techniques that can deal with the fact that it will be nonlinear and it won't be unbiased. But let me tell you, after working with data like these such as that dataset predicting people in their jobs, that data set had 122 million people and I've seen things there that no one else has ever seen. This is something that, broadly

speaking, people in the world of behavioral science should really be thinking a lot more about and stepping into this whole new world. Don't be constrained by what anyone else has said before. Know what's been done before, and be an expert but let's pretend like we're starting fresh.

What final comments do you have for our TIP readers?

My point about the potential for revolution and reinventing I-O psychology would probably be the best piece of advice I could give. I would also keep a broad and open mind. It's a highly integrated world. I found companies. I run nonprofits. I do academic research. My skill sets run from product development, design, research, marketing, and probably the thing I do most at this point in my career is give keynote talks. In this sense, I think it is a highly distributed world, and you should be prepared to face challenges outside of your domain. There isn't one skill set. There isn't one single thing you'll be good at; in education we talk about this by asking, "How do we make kids robot proof?" How do we make certain that humans can still adapt better than anything else? With that goal in mind, teaching people to be adaptive becomes the core of the education system. I think I can broaden that from adapt to the whole meta-learning paradigm. Just recognize that your goal shouldn't be to learn a skill and then find a job where you can do it. Your goal should be to learn how to think about the world, to focus on the "whys" of things. Then find opportunities to create the kind of world in which you want to live. That's the approach I have taken.

Conclusions

A huge thank you to Vivienne Ming for describing the current and future states of cognitive neuroprosthetics and the value of theoretical neuroscience. We are hopeful that her work at the intersection of neuroscience, technology, and entre-

preneurship will bring us closer to a more complete understanding of people in the context of work. More importantly, our conversation with Vivienne Ming shows the innovative power of setting aside expertise to explore some of the truly tough and meaningful questions as if we know nothing about them.

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LGBT Issues in Research and Practice



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Discont**
Illinois
Institute of
Technology



**Craig
Russell**
University
of
Oklahoma



**Katina
Sawyer**
Villanova
University



Conversations With Seasoned SIOP Members of the LGBTQ Community: Thoughts and Observations on Past, Present, and Future Pursuit of I-O Careers

This issue's LGBTQ column started in a very different direction, and we beg your patience while we explain its evolution—understanding what we learned from conversations with “seasoned” SIOP members of the LGBTQ community requires a little context. Approximately 25 years ago, one of our committee members (Craig Russell) served on the *TIP* editorial board and in that capacity interviewed and wrote *TIP* columns about two icons of I-O psychology, **Drs. Charles Lawshe** (then age 86) and **Morris Viteles** (then age 93). In looking around the SIOP LGBTQ committee meetings at each of the last two conferences, it was very apparent that mid- to late-career members of the SIOP LGBTQ community were not present. Craig got the bright idea to “interview senior SIOP members of the LGBTQ community” for insight into early career experiences, hurdles, sources of support, and guidance that might inform all SIOP members (students, academics, and private-/public-sector professionals) about their LGBTQ peers. In hindsight, we somewhat naively put together a tentative list of initial questions and then set about how to find “senior members of the LGBTQ SIOP community.”

“Naïve” is the operative word in the preceding sentence, as most *TIP* readers will not be surprised to learn that there is no central registry of senior members of the SIOP LGBTQ community. Craig crafted an email sent to some of his personal friends of similar vintage (i.e., old, and you know who you are!), describing our purpose and asking for help in identifying folks to approach for this column. Thanks again to those Craig reached out to for their encouragement and referrals we received! With 20/20 hindsight, we probably should have contacted past chairs of the SIOP LGBTQ committee, as the committee has been around for some time. As luck would have it, one of the individuals to whom we were referred had in fact held this post; **Gene Johnson** put us in touch with others.

Some individuals we approached (or who were approached by others for us) understandably declined to participate. As we indicated at the onset of our telephone conversations, we greatly appreciate the willingness of our SIOP colleagues who did elect to chat with us about something as personal as their I-O careers and LGBTQ status; heterosexual SIOP members would not likely be asked to discuss how their sexuality impacts their I-O careers for a *TIP* column. The folks we chatted with deserve the thanks of all SIOP members for their willingness to share.

Drs. Alberto Galue, Gene Johnson, **Johan Julin**, and **Cheryl Paullin** agreed to chat. We wish we could have generated a larger sample for this column. However, depending on how this column is received, we may do it again to highlight ongoing career issues for LGBTQ I-O psychologists. Regardless, there is no reason to believe this is a representative or even random sample of the LGBTQ community. At best it is a convenience sample that is clearly deficient in that no member of the SIOP transgender community participated (though an invitation was extended). Nonetheless, if only to express our optimism about their inclusion in future columns and committee activities, we will use the entire LGBTQ label throughout the column. Our group was heavily weighted toward private- and public-sector I-O career paths, though Gene had spent some time in a tenured academic position at the University of Auckland.

A quick look at LinkedIn shows our conversationalists have been employed by the Los Angeles County Office of Education,

Baylor Healthcare System, Texas Instruments, GTE, Verizon, Personnel Decisions Research Institute, HumRRO, Dell, Ford Motor Co., the U.S. Office of Personnel Management, the Internal Revenue Service, and the University of Auckland. They received their PhDs in I-O psychology from the esteemed programs at NYU, Tulane, and the University of Minnesota, and all have 20–30 years of post-PhD experience in their I-O careers. All are U.S. citizens, though Alberto was born and raised in Venezuela, becoming a naturalized citizen after receipt of his PhD from Tulane and starting his I-O career (Gene is also a naturalized citizen of New Zealand and Great Britain). All but one pursued their careers (to date) within the U.S. Gene is the exception, spending some time in New Zealand on the faculty of the University of Auckland and currently living in London. We will not list the entire “structured interview guide” we forwarded before each conversation other than to note it focused on when/how their LGBTQ status was revealed, difficulties in pursuing their I-O careers after they came out, work/family conflict they encountered, advice they might have for early-career members of the LGBTQ SIOP community, and differences in private, public, and academic career paths.

Recent Supreme Court Decisions

Of course, part of these conversations addressed recent decisions by the U.S. Supreme Court, as the regulatory landscape regarding employment rights in the LGBTQ community changed dramatically over the last 12 years. Specifically, decisions in *United States v. Windsor* (2013) struck down a federal law denying employ-

ment benefits to same sex couples and an earlier decision in *Lawrence v. Texas* (2003) struck down state laws criminalizing gay sex, effectively preventing denial of employment benefits made available to heterosexual employees to homosexual employees. Any ambiguity in allocation of spousal employment benefits to same sex couples was removed on June 26, 2015 when the Supreme Court announced a decision in *Obergefell et al. v. Hodges, Director of Ohio Department of Health, et al.* making gay marriage legal in the U.S. Once employed, disparate treatment in employment benefits received by same sex couples (married or not) would appear to no longer be a hurdle. Many of the conversations raised the expectation that research initiatives by our SIOP colleagues on work–family conflict in families of same sex couples should be appearing soon.

Disparate Treatment

Not surprisingly, most of the experiences shared in our conversations dealt with disparate treatment in access to employment opportunities. All conversations described internship, employment selection, or client-facing consulting situations in which the individual's LGBTQ status explicitly influenced the process or outcome. Although the concepts of disparate treatment and disparate impact might seem to transport easily from traditional EEO employment selection venues, it quickly becomes clear that disparate impact is not likely to be of concern. Further, by definition, disparate treatment cannot occur if the employer is unaware of applicants' LGBTQ status. Each con-

versation spent some time talking about the range of possible circumstances that might occur between (a) employers' total lack of awareness (or even speculation) about an applicant's LGBTQ status and (b) candidates' explicit declarations of their LGBTQ status before the selection process concludes. Many instances were cited in which employers acted in very appropriate ways, including making no efforts to determine sexual orientation and, when this information was volunteered, indicating that it would not (and should not) have any bearing on the choice to hire the individual or any subsequent treatment as an employee. Alberto mentioned his great fortune in working for **Nancy Tippins** early in his career at GTE, who was particularly inclusive. Others mentioned situations ranging from instances where employers (a) did not actively seek information about but found reasons to speculate on the applicant's LGBTQ status (e.g., "never married" job applicants in older age ranges often led to employer speculation about LGBTQ status) to (b) actively sought information informally from applicants' peers (fellow students applying for an internship) or from applicants' references. Although the LGBTQ community is not currently protected from "disparate treatment" as defined by the *EEOC Uniform Guidelines on Employment Selection Procedures* (1978) by federal law, federal litigation and court decisions over the last decade suggest this issue will be pressed at the national level soon. Nonetheless, 22 states do have laws or regulations protecting LGBTQ employment rights; see Table 1 for a summary of protections offered by state laws and regulations.

Table 1

States Protecting LGBTQ Employment Rights*

1. **California:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
2. **Colorado:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
3. **Connecticut:** bars discrimination based on sexual orientation in employment, housing and public accommodations. Gender identity discrimination is prohibited by the state under the category of sex discrimination.
4. **District of Columbia:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
5. **Delaware:** bars discrimination based on sexual orientation and gender identity in housing and public accommodations. Sexual orientation is protected against all employment discrimination, while gender identity is protected only against public employment discrimination. Delaware's protections were put in place by an executive order, administrative order or personnel regulation prohibiting discrimination against public employees based on sexual orientation and gender identity.
6. **Hawaii:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
7. **Iowa:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
8. **Illinois:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
9. **Massachusetts:** bars discrimination based on sexual orientation and gender identity in employment and housing. Massachusetts bars discrimination based on sexual orientation in public accommodations, however gender identity is not protected.
10. **Maryland:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
11. **Maine:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
12. **Minnesota:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
13. **New Hampshire:** bars discrimination based on sexual orientation in employment, housing and public accommodations, however gender identity is not protected.
14. **New Jersey:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
15. **New Mexico:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
16. **Nevada:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
17. **New York:** bars discrimination based on sexual orientation in employment, housing and public accommodations, however gender identity is not protected. New York's protections were put in place by an executive order, administrative order or personnel regulation prohibiting discrimination against public employees based on sexual orientation and gender identity. In New York, the only prohibition against discrimination for gender identity is within the realm of public employment.
18. **Oregon:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
19. **Rhode Island:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
20. **Vermont:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
21. **Washington:** bars discrimination based on sexual orientation and gender identity in employment, housing and public accommodations.
22. **Wisconsin:** bars discrimination based on sexual orientation in employment, housing and public accommodations, however gender identity is not protected.

* From the ACLU website, current as of February 1, 2015. Unless noted, all discrimination described as "barred" is barred by state law.

Interestingly, if the 1964 Civil Rights Act is extended to include (or similar legislation is passed including) protection for applicants'/employees' LGBTQ status, extending existing methods of ensuring employer compliance would require gathering information about all employees' sexuality, gender identity, and/or transgender status. Imagine firms' affirmative action offices having to modify the 3 x 5 return postage paid cards to include information on race, religion, nationality, sex, and sexuality, sexual identity, and transgender status. A number of conversations described experiences with select employers' voluntary self-identification systems and the "measurement error" they engendered. LGBTQ employees/applicants who have not publicly revealed their LGBTQ status (or revealed it in a limited way) may wish to maintain their nonpublic LGBTQ status by giving inaccurate information to their employer. One conversation speculated on whether information protection afforded by the Health Insurance Portability and Accountability Act (HIPAA, 1996) might reduce this measurement error.

Hopefully the day will come when no part of society will stigmatize an applicant/employee's LGBTQ status and HIPAA-like information protection will not be needed. Other experiences our LGBTQ SIOP colleagues faced suggest that day is not coming soon. For example, one of our LGBTQ SIOP colleagues had lunch with some mid-level management colleagues in the public agency he was employed by when the discussion turned to their children, and one asked if another's son is dating anyone "seriously" yet. When someone speculates

that the son's reluctance to commit to a long term relationship with any of his girl friends may be because he is gay, the parent says "I would have to disown him, as that is a violation of God's law." Knowing this manager would disown her/his own gay offspring caused our I-O colleague to continue to refrain from coming out at his workplace. If his colleague would "disown" their own son, what would the colleague do to an I-O professional on their staff? Fear of being on the short end of that manager's everyday discretionary decisions about task assignments, for example, decisions about who will be included on special projects that promise advanced skill development, was very real. One implication is that even if current EEO disparate treatment protections are extended to the LGBTQ community, at best this provides only coarse protection against disparate treatment at major "gatekeeping" hire and promotion points in the employment process. Alberto refrained from bringing his partner to organization social functions until he had become a U.S. citizen out of similar fear—you never know who might harbor strong negative bias against the LGBTQ community and exert influence to adversely affect his right to work in the country prior to attaining citizenship.

Of course, disparate treatment at major gatekeeping employment decision points is not trivial. One of our LGBTQ SIOP colleagues described applying for a position with a consulting firm. One of the firm's biggest clients was a major metropolitan police force that purchased a complete personnel selection solution for all external and internal hiring. This LGBTQ SIOP

colleague was open about his LGBTQ status, though some time after receiving a job offer he learned that a senior manager had asked the hiring manager “given he is gay, how well would he be received by the client if he led our team pitching our proposal for a new contract in a Power Point presentation to the top police department leadership?” The hiring manager expected our LGBTQ SIOP colleague would perform well, and the offer was subsequently made. However, it was obvious that the same question would not have been asked of applicants who had not made their LGBTQ public. In the same vein, Cheryl noted that anytime she is meeting with clients or representatives of other organizations she doesn’t know, she is careful. While she doesn’t dwell on how being a lesbian might impact what she is doing at in every moment of the day, she is attentive to high consequence situations with individuals she does not know. Again, others described situations in which the employer dealt appropriately with this type of situation, for example, giving no indication of ever considering the individual’s sexual orientation when assigning her to work with different clients or on different project teams.

Clearly, some of our LBTBQ colleagues have experienced situations where customer tastes/preferences might cause disparate treatment of a SIOP colleague in the LGBTQ communities. *EEOC v. Merrill Gardens* (2005) and many other cases set precedents that employers cannot use customer preferences as a reason to disparately treat racial groups (see <http://www1.eeoc.gov/eeoc/initiatives/e-race/caselist.cfm?renderforprint=1> for a list of

similar court cases on customer preferences). Regardless, until such protections are extended to the LGBTQ community, they do not apply at a federal level. It remains to be seen how customer preferences might be treated by the 22 state laws and regulations protecting LGBTQ employment rights (case law might exist, though a quick Lexus/Nexus scan did not discover any).

Conversations also covered experiences our LGBTQ I-O colleagues had with religious organizations. Many SIOP members work for institutions of higher education founded and maintained by religious groups: There are many Catholic, Methodist, Baptist, and other national religious organizations that sponsor colleges and universities employing SIOP members (including one of the coauthors of this column). Many private sector and nonprofit organizations, particularly in healthcare, also are owned by or have their historical roots in religious organizations. In *Burwell v. Hobby Lobby* (2014), the court decided closely held for-profit corporations can be exempt from a law the owners religiously objected to if there is a less restrictive means of furthering the law’s interest. This is the first time the court recognized a for-profit corporation’s claim of religious belief, though it is limited to *closely held* corporations (only the founder and his immediate family own Hobby Lobby stock). The decision is based on the Religious Freedom Restoration Act (RFRA) and does not address whether firms are protected by the free exercise of religion clause in the Constitution’s First Amendment. Hobby Lobby did not want to make contraceptive health care coverage available to its

employees due to the religious beliefs of the founding family that continues to own and operate Hobby Lobby. What if those same religious beliefs condemned homosexuality, leading the firm to explicitly exclude lesbian, gay, and bisexual applicants from employment opportunities? Note, Hobby Lobby is headquartered in Oklahoma, one of the 28 states without laws protecting LGBTQ employment rights (though it operates stores in states that do). Our LGBTQ SIOP colleagues noted they had personally experienced concern about such treatment (though none were aware of any actual disparate treatment affecting them) and predicted it will be on the EEO legislation/litigation horizon. We suspect it is most likely to involve a religious organization headquartered in one of the 22 states with state laws protecting LGBTQ employment rights.

Interestingly, our LGBTQ SIOP colleagues did not feel I-O career hurdles as a member of the LGBTQ communities were more or less likely to occur in private-sector, public-sector, or academic career paths. Given change is not likely to take place across sectors at exactly the same rate, it would seem one employment domain has the opportunity to take the lead in removing barriers to entry and advancement of previously underutilized LGBTQ labor pools. Time will tell.

Cheryl mentioned establishing the LGBTQ reception and social hours at the annual SIOP conference were important milestones in making it much easier for LGBTQ I-Os to meet each other and to feel supported by the SIOP community at large. The

visible and vocal support of heterosexual colleagues for these activities made many feel a lot “safer” for LGBTQ colleagues to be open about their sexual orientation as they practice their chosen career.

Perhaps it should have been expected, but there were also generational observations made throughout the conversations. Challenges associated with pursuing a career in I-O or anywhere as publically identified members of the LGBTQ communities are changing quickly, and perhaps many if not all of their experiences will be irrelevant for people just entering their careers. Consider that today’s members of the LGBTQ communities who apply for jobs at Apple (whose CEO Tim Cook announced he was gay at a press conference in September of 2014) will likely worry a lot less about disparate treatment and be more open about their membership in LGBTQ communities than the same applicants in 1984. Relatedly, a common observation among our discussions was the minimal cross-generational networking in the SIOP LGBTQ community. We pointed out that this was part of the rationale that led to this column, and the presence seasoned LGBTQ I-O professionals at the next LGBT committee meeting at the Anaheim SIOP conference next spring would help solve this. Nonetheless, it also suggests that adoption of the SIOP new member mentoring program within the LGBTQ community might facilitate intergenerational mentoring and guidance. History suggests newbies can learn from those who have walked the path before, though to be sure, learning is likely to occur from communication going in both directions!

In sum, all our SIOP colleagues are individuals with unique identities, values, beliefs, personalities, skills, and abilities. One of those interviewed for this column is female, another is Hispanic (and speaks English with a slight Hispanic accent), a third found himself working as a foreign national whose supervisors were foreign nationals from a different country (and who apparently didn't like Americans), and all are over 40. Gender, national origin, and applicants/employees over 40 years of age are protected groups under the 1964 Civil Rights Act and 1968 Age Discrimination Act, at least for those employed in the U.S. Conversations suggested that if our LGBTQ SIOP colleagues suffered from disparate treatment in access to employment opportunities throughout their careers, it was their gender, national origin, and more recently age that had the biggest negative effects. Of course, these observations may simply be evidence of how inclusive the employment venues they were attracted to were of LGBTQ professionals; none of them applied for jobs at or worked for Hobby Lobby. Although these experiences must be at best viewed as anecdotal evidence, it is the kind of anecdotal evidence in which initial theory and hypotheses are grounded. The effects of employees' public LGBTQ status, suspected membership in an LGBTQ community by subordinates/peers/superiors, religious affiliations of employing organizations, and customer

biases against the LGBTQ communities on access to jobs and other key career outcomes awaits future research. We came away from these conversations hopeful that the evolving views of LGBTQ communities will facilitate answering these fundamental questions.

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Max. Classroom Capacity



Loren Naidoo

Baruch College and The
Graduate Center, CUNY

Dear readers, I am very excited (and daunted) to follow in **Marcus Dixon's** footsteps with Max. Classroom Capacity! It's an incredibly tough act to follow (if you haven't read his [farewell column](#) last issue, you must!). To use a basketball analogy, I feel a bit like how Alonzo Gee must have felt replacing LeBron James after he "took his talents to South Beach" and left the Cleveland Cavaliers in 2010. Ever heard of Alonzo Gee? Exactly... Nevertheless, let's get started!

I've had a few months to reflect on what Max. Classroom Capacity has been and where I think I can take it. My two goals for this first solo column are to (1) tell you a bit about myself and (2) provide a mission statement of sorts to give you a sense of what to expect in the near future.

As to goal #1, let me tell you a few stories about me. I am an associate professor of Psychology at Baruch College and the Graduate Center of the City University of New York. While I spend a lot of time and energy conducting research, I am proud to consider myself first and foremost a teacher. I am the son of two teachers. My father was a chemistry professor at a small college in Montreal, Quebec, Canada, where I grew up. My mother was an occasional substitute teacher who spent most of her work life as a reporter for a small local newspaper. As early as elementary school I remember feeling a great sense of satisfaction when I could "translate" my teachers' lectures to classmates in ways that (hopefully) made them better understand and connect with the material.

Later on, during my final year as a psychology undergrad at McGill University, I started working as a trainer for Industry Canada in a government program designed to employ tech savvy (and inexpensive) college students to train small and medium-sized businesses in the use of the Internet, which was relatively new back then. Starting (and ending!) in 1999, we also provided Year 2000 or "Y2K" readiness training. I like to think that our actions were critical to averting the collapse of western civilization that otherwise would have transpired as a result of computers believing that time had run backward to the year 1900. You're welcome!

I learned at least two lessons from these experiences. First, organizational climate is potent. Within a few minutes of arriving at a client's offices I could tell whether this was going to be a place that I would look forward to or dread coming to. Those consulting experiences really solidified my interest in I-O psychology. Second, teaching is really fun! You get to meet a lot of new and interesting people, you learn a lot, and if you do a good job, students learn too and really appreciate your efforts. Everybody wins!

I have very fond memories of teaching intro to psych and social psych starting in my first year as a PhD student at the University of Akron. I loved teaching so much that when **Bob Lord**, my advisor, offered to support me on a research grant in my second year, I actually at first decided to turn Bob down because I was so dismayed at the prospect of not teaching for a year! I'm very grateful to Dr. Kevin Kaut who changed my mind, gently pointing out that I would teach many classes in my career, but chances to work with such a giant in the field would not be so frequent—and he was right.

As a newly minted PhD at Baruch College in 2005, I vividly remember teaching an early morning social psychology class of 114 students. I had never taught so large a class, and I was a bit intimidated by all of the tough looking New Yorkers! One day I spotted a student in the back row who had fallen asleep. I had been advised by my colleagues to set clear expectations for classroom behavior so I felt like I couldn't just ignore him—I had to make it clear

that sleeping was not OK. The problem was that I hadn't learned his name, so I couldn't call on him, nor had I learned the names of the students sitting near him. So I continued talking and started walking up the auditorium steps, hoping that he would wake up before I reached him. He didn't! I had no idea what to do at this point—I didn't want to raise my voice any further nor did I want to shake him awake. So I struck his desk with my hand, and the noise and vibration finally woke him up. After class he came down and solemnly apologized for sleeping in class, saying he meant no disrespect and that it wouldn't happen again. Then, with tears in his eyes, he opened up his bag, which had been sitting on his desk, and showed me the screen of his laptop computer, which I had broken when I struck the desk! He explained, his voice shaking, that he couldn't afford to buy a new laptop, and didn't know how to tell his parents who would be so disappointed in him for sleeping in class. I felt ashamed at what I had done, and I had a hard time summoning up the courage to ask my department chair, Glenn Albright, for help. Glenn was so supportive and managed to arrange for some of our computer tech staff to fix the screen for the student for free—I'm very grateful to him for that.

I learned two more lessons from this experience. First, I should learn my students' names. There are so many benefits of doing this, including showing that I care about students as individuals, that they aren't anonymous, and that we (teacher and students) are together integral to and responsible for our learning as a class. I've

taught many 100+ classes since then, and over the years I’ve devised a system which allows me, with some effort, to learn all of my students’ names each semester. In brief, it involves assigning students to seats, having them send me pictures, having those pictures linked to a diagram of the classroom in MS Excel in which names and images “pop-up” when I click on a seat. If you want to know more, shoot me an e-mail. Second, I’m not cut out to be the “bad cop,” and it’s probably no fun being the student of a bad cop. Now if I see a student dozing off in class, I’ll call him or her (by name!) and ask if they are OK. That usually solves the problem.

I hope to find and share more teaching stories with you in the future, because I think we can learn a lot from each other’s experiences, and especially from the mistakes. If you have a teaching story that you would like to share, please e-mail me—I’d love to hear it!

When contemplating the history and future of Max. Classroom Capacity, I did what any student would when required to research something—I Googled it! Turns out the first website that comes up is from the Texas Education Agency on procedures for

getting approval to exceed their mandated class size of 22 for kindergarten to 4th grade. Hopefully we can bump that down! The second hit pulls up Marcus’s [first Max Classroom Capacity column](#), in October of 2009, in which he eloquently describes his vision for the column. We are going to continue to work towards Marcus’s goal of building our collective Max. Classroom Capacity. We will focus on the classroom and other settings for student learning in I-O, HR, and OB at the undergraduate and graduate level. We will keep hearing from SIOF’s Education and Training Committee and from past SIOF teaching awardees. We will continue to discuss trends in higher education, debate new educational techniques and technologies, and highlight research that identifies teaching best practices. In addition to what’s been done before I would like to share stories about teaching. I’m curious about how I-O and OB are taught in different institutions, in different countries, and at different levels. We’ll also have interviews and Q&A with folks engaged in novel teaching strategies or under unusual circumstances. I can’t wait! In the meantime, if you would like to reach me, please e-mail me at Loren.Naidoo@baruch.cuny.edu.

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Academics' Forum

From Fifty to Two Hundred Fifty: Figuring out How to Teach Large Lecture Classes

This summer, I joined the University of Arizona's Department of Management and Organizations in the Eller College of Management as an assistant professor. I was (and continue to be) incredibly grateful for the opportunity to be a part of the group and found myself eager, and anxious, to begin my new position. Compared to when I first left graduate school for a life in academia 2 years prior, I felt a bit more efficacious in my abilities as a researcher and liked how my pipeline was developing. I was also fortunate in regard to my teaching requirements in that the class I taught at my previous institution was going to be the same at Arizona: same textbook, same general lectures/activities, and, with some modification, a team project that felt very similar to what I had used previously. However, one big difference emerged as I entered the classroom this fall: my class, which has previously been capped at 48 students, now had 216 enrolled. A not-so-subtle difference in classroom settings is a major understatement. Instead of sitting on the front table chatting with a smaller group of students in class (one semester, my honors section only had 10 students!), I now found myself hooking on a mic prior to each class and trying to figure out how I could possibly connect with everyone.



Allison S. Gabriel
University of Arizona

About 4 weeks into teaching the course, I flew back to my hometown—East Stroudsburg, Pennsylvania—to visit family and return to my high school for a ceremony tied to the music programs; I was an active member of the choral and band programs when I was in high school (back before *Pitch Perfect* and *Glee* came out making show choir kids cool!), and because I hadn't returned to my high school since graduating over 10 years ago, I felt like it was a nice time to go back and visit with my former music teachers and see how things had changed. Many of my former teachers were there, and it was a blast from the past in the best possible way to see friends who had gone their separate ways all coming together for this night. Of course, after not seeing some people for so long, there was a lot typical catching up, which involved me talking about Mike

and our household full of pets, I-O psychology, and life as a professor in a business school. Although people were interested in what I was teaching, they were *more* interested in finding out how big the classes were, and jaws certainly dropped when I mentioned the class size. Strikingly, when I described my day-to-day teaching experience to one of my high school choir directors, Linda Schaller, she mentioned that she was thrilled to see my choir education getting put to good use. Back in the day, I actually thought for a period of time that I was going to be a music major, so in a lot of ways, it always felt as if I had abandoned things I learned in the choir or band room. But, I realized in this visit, and in the 4 weeks I had been in the large lecture hall, that there were important lessons learned from my music experience. In fact, many of these lessons were ones I engaged in on a daily basis without even knowing it.

As a tribute to the blast from the past I experienced back in September, here are some important lessons I have gleaned for teaching large lectures to undergraduate students. I should note that all of these can be helpful whether you are teaching five students or 500 students. But, here is what has mattered most to me during the fall 2016 semester:

Practice, Practice, and Practice Some More

When it came to preparing for concerts, there was never such a thing as too much practice; in fact, I distinctly remember my high school choral directors encouraging us to rehearse up until the point we felt really confident, and then continue to do so for an

added bonus. This point is especially crucial when you have 200+ pairs of eyes locked on you during a lecture. In a smaller classroom, I found that teaching felt much more like a conversation; it also helped that, when there were only 50 students, it was easy to learn the names of every student to encourage the conversation if needed. Now that I am in more of a “pure lecture” mode, I find it even more important to know my “lines,” whether it is additional facts or research I want to bring into the class lecture, definitions of focal constructs, and examples I want the students to work through. I find this helps me shake my nerves when I walk into that big lecture hall, knowing that the practice is there.

Make Eye Contact

A big part of performing is making eye contact with the audience. In the performing arts, it helps you connect to individuals and convey the meaning of the piece you are performing; in the classroom, it helps provide social feedback to make sure that students are connecting to the content you are teaching and can help inform your level of explanation. In a huge room, where students can easily fall in to “feeling like a number,” making eye contact is my way to let all students know—even those all the way in the back—that I am gauging where they are in class for that day. Moreover, eye contact is a way for *me* to convey the emotional tone of the material and a way for me to understand how students are feeling. In my research with **Alicia Grandey** and **Jennifer Acosta** (e.g., Gabriel, Acosta, & Grandey, 2015), we found that eye contact is a key nonverbal cue that signals

how individuals are feeling and encourages emotional contagion (e.g., Hatfield, Cacioppo, & Rapson, 1994). As an added bonus, this is usually how I can catch students who are trying to text under their desks—the joys of technology!

Stand Up Straight, Don't Chew Gum, and Speak From the Diaphragm

Writing this part of this article just makes me laugh, as I can remember hearing one of my high school choir directors calling me out for violating all of these during a choir rehearsal (sorry, Mr. Lantz!). But, they matter! When was the last time you saw someone chewing gum or slouching that actually looked professional? I would wage that the answer is never. When you are the focal point for a 75 minute lecture, presentation—both your literal slides and you as a lecturer—is crucially important as they convey both perceptions of competence and boosting self-confidence (maybe some power posing before class can help as well; e.g., Carney, Cuddy, & Yap, 2015). When it comes to speaking from the diaphragm, if it works to help you project when singing, it can certainly help you when lecturing.

Take Risks and Improvise

As easy as it is to fall into a “typical” lecture format in a big classroom, I’ve realized that breaking from the mold can help keep students—and me—on their toes. This fits back to improvisation techniques I picked up in choir singing jazz and in high school drama class. For instance, I like to think on my feet and encourage “spot debates” on issues we are discussing in class. One that

I love is the debate about the utility of the MBTI. In this activity, I have students read two commentaries—one by **Adam Grant** who is against the MBTI (Grant, 2013), and one by **Rich Thompson** who is for the MBTI (Thompson, 2013)—and write a response as to which side they find themselves more supportive. I then ask for two students at a time to come to the front and “role play” Adam or Rich in this debate. It often generates some laughs as students impersonate folks who they have (more often than not) never heard speak before, and it wakes everyone up. As an added bonus, being in a large lecture hall means there is often a hand-held mic at the front of the room that allows me to move around and solicit comments from students during this debate and during nondebate days in class (think the TruTV show “Billy on the Street” meets an Organizational Behavior class; instead of questions about pop culture, I like to ask questions about commitment, job satisfaction, and ways to measure job performance [so, basically the same as the TV show]). Just because a class is big doesn’t mean that students should get a pass on having to think on their feet, and the same goes for me as their professor.

Embrace Help

Perhaps the toughest adjustment for me personally has been embracing help. In order to teach my class, I have a small army of teaching assistants (one graduate and four undergraduate assistants to be exact). In a lot of ways, they mirror the roles played by supporting actors or stage hands in a play; without them, the show would not go on as smoothly as it does on

a day-to-day basis. They help with grading assignments, coordinating aspects of the team project and meeting with students to ensure team project success, and proctoring exams. At the beginning, it felt as though I was relinquishing control, and it was not a feeling with which I was entirely comfortable. However, over time, I realized that my sanity, and my ability to be productive in other areas of my life, really depended on having this built-in support system. Of course, there was a learning curve in figuring out how to use my teaching assistants effectively in order to make sure it was a fruitful learning experience for them, and this came with me holding team meetings to discuss issues related to grading, delivering feedback, and other types of student–professor processes that become second-nature to many of us, but it can be challenging at the start. Although this was the part of the large lecture teaching process I had the most concerns about, I am already looking forward to next fall to see how I can continue to improve the experience.

Conclusion

Teaching a large lecture has been a huge adventure and has provided me a substantial learning experience in my young academic career. To those teaching large lectures: Embrace the challenge, and have fun! And, since I’m writing this around

Thanksgiving and it is the season to give thanks, I would be remiss to not take this time to thank *profusely* my teachers who gave me some of this “know how” way back when. Deborah Booth, Kyle Glaser, Susan Jordan, David Lantz, Linda Schaller, and Lisa Wong—this one’s for you.

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Hey Students and Also Everyone Else: Go to SIOP's Annual Conference (and Here's Why and How)

For many of us, SIOP's annual conference is the central justification for our being involved in this organization—and we'll demonstrate this point by referring to that conference as "SIOP" through the rest of this column to no ill effect. Watch:

Going to SIOP is many things: exhilarating, rewarding, expensive, daunting, eye opening, exhausting. Because of this combination, it is perhaps like Disney World—one has to decide whether to expend the resources to go and, once there, one may want to have a game plan regarding how to use the limited (and expensive!) time one has to maximum effect. So the second part of this article is something like the unofficial guide to SIOP for everyone from graduate students to late-career professionals, but the first part is the argument for going to SIOP in the first place. Instead of just stating our opinions, we sought input from a range of subject matter experts with moderate to high immersion in the I-O world who have attended SIOP as little as one or as many as "more than 10" times. Our modest sample included 11 interviewees, with a mix of academics and professionals.



Eleni Lobene
Aon Hewitt



Steven Toaddy
Louisiana Tech University

Why You Are Definitely Going to SIOP This Year

Skip or Sell Your Blood

We asked these seasoned attendees what you should do if you can't make it to SIOP. Only three of them actually stated what you should do if you can't make it, and everyone else suggested creative ways to make it to SIOP. These responses speak volumes and we'll summarize *both* valuable perspectives for you here. First, do everything you can to get to SIOP. Here are some tips:

- Find a roommate and share a room... several respondents have shared with up to 4 other graduate students! (Perhaps this should be considered a rite of passage)

- Register and book early to save on fees
- Carpool, take a red-eye flight, look into train options (including discounts!)
- Talk to your employer or university to learn about possible funding and sponsorship opportunities (look early in case presenting at SIOP is a requirement!)

Across the board, experts agreed that there is no better or cheaper development opportunity or career catalyst available to I-Os. The networking opportunity or concentration of thought leadership is not replicated any other place any other time of the year.

However, if you exhaust your options and can't make it work, consider two things: (a) exploring local networking opportunities and (b) leveraging the SIOP program brochure. On the first point, look into regional conferences that may be closer by and less cost prohibitive (many metropolitan areas have one!) Remember that the conference program brochure is an invaluable resource. Consider asking a colleague to pick one up for you, so you can get an overview of what is being presented and know who to reach out to for information on topics of interest. Of course, the online searchable program is an even more easily accessible electronic version. Regardless of how you access it, the program will allow you to specifically search out presentations of interest and contact the session chair or authors to obtain copies of presentations. You can also search out submissions by perusing the SIOP website, *but* then you lose out on the interaction.

Our interviewees attended SIOP for the first time at different points in the career

cycle. More than half attended for the first time as a first-year graduate student, one as an undergraduate student, and the rest as early- and mid-career professionals. When we asked what these interviewees would recommend, *most stated that early graduate school is an ideal starting point as a SIOP attendee*, but several actually upped the ante and recommended first attending as an undergraduate student if possible. This trend points to the benefits of immersing oneself as early as is feasible. So, no matter your career stage, attendance is beneficial. But for the record, no one recommended selling your blood to attend.

The Long, Winding Road

We asked SIOP veterans how their experience has changed over time. Many commented that their perspectives and practices have shifted. Some spend more time catching up with old colleagues and less time actually attending sessions. SIOP vets know how to parse the program and select the sessions that are most interesting to them. They spend less time trying to attend everything and more time focusing. SIOP vets also tend to present more and attend less. Seasoned practitioners also have work-related obligations, like attending their company's booth or meeting with clients. Financial pressures also subside as time passes.

SIOP vets also want to be helpful to those in earlier career stages. They are happy to field questions and to be approached! (They don't bite.) SIOP vets like to see early-career professionals and students with a hunger to learn and to maximize the

SIOP experience. **Melissa Henderson**, of Aon Hewitt, states that “If we are actively looking to hire, then I am very interested in those folks who are looking for a job and what they have to offer our organization. If we are not actively looking to hire, I am looking for what types of innovative ideas folks are working on.” Similarly, **April Cantwell**, of FurstPerson, is happy to be approached by students and young professionals looking for opportunities but rarely hears from them after the initial, brief interaction: “If they are really interested, I assume they will follow up with me, do some investigating about who I am, what my company does, and how they can contribute (what they can do).” SIOP vets appreciate the energy, insights, and perspectives of new I-Os, but it’s up to each and every one to drive his or her own experience.

WHEN You Get There, Here’s How to Win at SIOPing

Highlighters and Running Shoes

Here are tidbits about how to plan:

- Bring business cards. Get them made in advance, even if you are a student!
- Select 2–3 sessions to attend per day, in advance. Then, leave the rest of your day open for exploration and discovery.
- Consider signing up for the Ambassador program where you are paired up with a mentor who will help you navigate the SIOP experience.

Here are tidbits about how to select sessions to attend:

- Choose sessions with presenters at all career stages so you can develop a mental model for success as you progress.
- Choose sessions that sound interesting to you (don’t choose sessions to please your advisor, for example).
- Choose sessions that represent a mix of academics and practitioners.
- Don’t chase the “big names” all day.
- If you can’t choose between two sessions at the same time, split your time between the two, but be sure to sit in the back!

Here are tidbits about how to spend your time when you’re there:

- Hand out those business cards!
- Balance going to sessions with topics you know a lot about with topics you know less about.
- Don’t forget to eat something.
- Go to sessions and to networking activities early and strike up a conversation with those around you (if they are not busy!).
- Set a goal of learning something new or different every day.
- If you’d like to meet particular people, wait until after they have finished a session and approach them with a question or try to find them at a reception.
- Don’t be shy! Most folks are friendly. But don’t interrupt what appears to be a serious conversation or focused work.
- Don’t stay at a hotel where you are the only person with a SIOP nametag.
- Take advantage of all of the receptions and networking events available.
- Step outside of your comfort zone and try to meet new people; you never

know where your next job might come from (Yes, this is worth stating twice)!

- Ask questions in sessions: engage!

Here are tidbits about how to follow up with folks:

- Use LinkedIn. Connect.
- Compare notes with friends who made it to sessions you missed.
- Follow up with new contacts.
- Strategize about sessions that would further the discussion next year.

The Measure of Success

You know you have succeeded at SIOP if you walk away with inspiration and a feeling for the pulse of the field. Our experts agree that you should have an understanding of the latest issues, and share and learn about the most cutting-edge research and practices. Walk away with an appreciation for what is going on and having gotten to meet with colleagues, classmates, and clients you don't get to see often. Over and over again, our interviewees agree that one of the single most important things you can do is work to maintain the connections you have and to build your network. Even our most introverted interviewees agree on this point. At the very least, don't burn bridges.

Conclusions

So, here is the bottom line: SIOP is a catalyst. It is a catalyst for personal and professional development. It facilitates the

dissemination of the latest and greatest thinking in our field. It has something to offer whether you are an undergraduate considering I-O as a career path or a seasoned professional attending your 20th con-

SIOP is vast in topics covered, physically huge, and brings all of the top thought leadership to one place for a short span of time. Be strategic and focus in on what will support your professional growth and personal growth/interests.



- Nick Martin

ference. In the words of **Nick Martin** of Aon Hewitt “be immersed” and “soak it up.”

Michael Leytem of scitrain ltd. states that the most important thing you can get out of SIOP is “a greater appreciation for the field and the professionals who are dedicating their lives to make work a better place for all.” What is the most important thing you are going to take away this year? To take it a step further, what is the most important thing you are going to contribute next year?

Acknowledgements: many thanks to the experts who took the time to respond to this survey and offered their nuggets of wisdom to the I-O masses. These were April Cantwell, **Reanna Harman**, Melissa Henderson, **Eden King**, **Michael Leytem**, Nicholas Martin, Kathy McKay, **Erin Melnychuk**, **Kathy Stewart**, **Gary Travinin**, and one anonymous academic.

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HOGAN

**PREDICTS
PERFORMANCE**

THE **SCIENCE** OF PERSONALITY

TIP-Topics for Students



Conference Crafting: Making the Most Out of Your Disney Adventure

Attending the SIOP annual conference is a highlight for many, and although the yearly trek is beneficial for many reasons, it is important to plan ahead and tailor your conference experience in order to maximize the benefits. In particular, it is important to recognize that your personal needs and goals change as your career progresses. Whether you aim to network for a potential career, search for project collaborators, or want to gain insight into an emerging area of research, the specific aspects of the SIOP conference that you choose to capitalize on will change over time. In this TIP-Topics column, we present you with some important considerations and “TIPS” on how to craft your ideal conference experience. So pack your bags for Anaheim and the 2016 SIOP conference.

Set a Conference Goal

Everyone has different goals when it comes to the annual conference; it is important to reflect on what you want to get out of your time in Anaheim and choose your activities accordingly. Through our own experiences at the conference, we have identified four types of SIOP conference attendees. These categories are not mutually exclusive, and most individuals fluidly experience the different categories at different points during the conference.

First, there are *job hunters*, which represent individuals seeking opportunities to secure employment by demonstrating their skills and connecting with various organizations. Next there are *networkers*, who want to build connections with individuals from other institutions or organizations with the aim of becoming well-associated in the I-O field. Whereas the previous two categories were focused on making connections, some individuals attend the annual conference as *knowledge seekers*, with the goal to attend as many sessions as possible in order to be exposed to the great learning opportunities available. Last, there are *adventurers*, which are individuals who want to experience everything the conference has to offer in some way, shape, or form.



Thomas
Sasso



Jessica
Sorenson



Grace
Ewles

University of Guelph

Whatever kind of conference you want, there are many ways to ensure that you make the most out of the few days you are there.

Be Proactive

The annual conference can be overwhelming. There are thousands of attendees, hundreds of sessions, and a buffet of I-O topics that provide you with seemingly endless choices. This can be intimidating, even for a seasoned conference goer. Our recommendation is to create a tentative schedule before you arrive.

A tip from TIP-Topics: Know what sessions you will find useful and which ones you will find interesting; use a color-coded highlighter scheme in the program booklet to help you organize your schedule (e.g., yellow indicates a session related to your research, blue indicates a session of interest not related to your research, and orange for sessions to attend if you do not have any scheduling conflicts).

There are a number of ways you can establish a plan. Return to your goal to determine whether research or practical sessions will be beneficial. By reading the abstracts and looking at the affiliations of the session presenters, you can usually get a sense of the audience to whom the talk is going to be directed. Use the topic index in the program to help narrow down which areas are of most interest for you.

Another important technique for establishing a plan is to know what kind of sessions you will find most beneficial. In general, we

have found that symposiums and panels are great ways to learn about up-to-date research and issues facing researchers and practitioners. If you're looking to connect with other researchers, poster sessions or roundtables can be great opportunities to have engaging conversations directly with researchers about their topic.

A tip from TIP-Topics: Even the best-organized plans should allow for some flexibility. Don't be afraid to change your schedule in the moment based on how you are feeling. Consider breaking out of previous conference routines by trying new types of sessions or checking out new topics.

Challenge Your Comfort Zone

Walking into the annual conference can be daunting. So, it makes sense to search for a familiar face and stick with them instead of meeting new people, but we cannot emphasize enough how important it is for you to challenge your comfort zone. Resist the urge to spend your conference with individuals from your institution. How often do you have the opportunity to meet individuals from organizations and institutions across the globe? For most of us, the answer is "seldom."

You do not need to be extraordinarily profound when you first meet someone at the conference, just be authentic, respectful, and sincere. From our experience, sometimes a simple conversation has spawned meaningful friendships, collaborations, or mentorship opportunities.

A tip from TIP-Topics: While you wait for a

session to start or you are in line for coffee, talk to the people around you. Looking for something to say? We have some ideas for you: Where are you from? (Hint: they have a nametag that tells you this, but we all recognize this question as an acceptable way to break the ice.) What is your favorite part of the conference? Have you been to any good sessions so far? Or, in truly Canadian fashion: How about this weather? [Note: you can exchange weather for any miscellaneous, noncontroversial topic (e.g., local sports team, etc.)]

Connect and Stay Connected

Building off of our last recommendation of stepping outside of your comfort zone, we also suggest making an effort to connect with individuals before the conference starts and stay connected postconference.

If you have planned your conference schedule early enough, you have an opportunity to connect with new colleagues before the conference begins. If you are interested in the topic of a session, consider sending an email to the individual before the conference. Tell them that you read their abstract and are really excited to attend their session. If you would find it valuable, consider checking to see if they would have 5–10 minutes to chat about their research during a coffee break in the conference schedule. Many presenters are very busy and might not have time to do this, but it does not hurt to ask.

During the conference, whenever you meet someone new with whom you have developed a meaningful connection, make

the most out of that situation. Exchange business cards or contact information. There is nothing worse than having a fantastic conversation with someone, agreeing you should stay in touch, and then after the conference forgetting who they were and having no ability to reconnect. Also, ensure that your LinkedIn profile and contact information are up to date before the conference. Use this opportunity to showcase your latest accomplishments.

A tip from TIP-Topics: A technique to help ensure your postconference email is responded to is to reference what you were talking about at the conference. Whenever we get someone's business card, we take a minute to write on it what we talked about so it will refresh our memory days later.

Utilize Conference Resources

The annual conference is developed to make you feel comfortable and to facilitate opportunities to meet new people. In our experiences, the best opportunity for new attendees is to sign up for the Ambassador/Newcomer program. This program pairs you up with a seasoned SIOP member who will talk with you before the conference, meet with you during the conference, and be a resource for all of your conference questions. This individual can help you network and connect with individuals you might not otherwise meet, and if you are lucky they can become a long-term friend and colleague.

For returning attendees, or individuals looking for some more specific resources, be sure to check out the placement center,

preconference workshops, the Friday Seminars, the exhibitor hall, and the continuing education opportunities. These conference resources can be invaluable with helping you achieve specific conference outcomes. Also, be sure to check out the vendors during your breaks, you can find some unique resources, and at a discount too!

During the conference there are many receptions offered. Some receptions are private and require invitation or association with an institution or region (so check to see if your institution hosts a reception/gather) but there are other receptions available to attend. The closing reception, the international reception, and the Committee on Ethnic and Minority Affairs and LGBT social hours are fantastic ways to meet new people in a social setting. You don't need to worry if you don't know anyone there; these opportunities typically involve great chances to mingle with new folks.

A tip from TIP-Topics: Use your connections with people you know to connect with others. Don't be afraid to ask people to introduce you to someone else you want to get to know. Similarly, help others connect with people you know.

Take Care of Yourself!

Depending on how you schedule your conference, it can be exhausting. Attending sessions all day, meeting new people, rushing from room to room, staying active on SIOP's social media, going out in the evenings to network with newly met colleagues, it is easy to run yourself into the ground. Recognize that the conference is a

marathon not a sprint; so keep the following things in mind:

1. *Schedule time to eat.* Ensure you have three meals a day and some snacks with you for in between. You don't want to be trying to network with someone while your stomach is grumbling.
2. *Sleep is a necessity.* It can be tempting to stay out all night with colleagues enjoying the local novelties and exploring Anaheim. But there is nothing worse than fighting back yawns during a symposium the next day or oversleeping and missing an important session. Make sure to be well rested.
3. *Dress to impress, comfortably.* You want to look professional as you walk around the conference but not at the expense of being uncomfortable for three days in a row. Make sure you can function in your shoes, that your clothing will keep you at a comfortable temperature, and that you are presenting yourself in a way you wish others to see you.
4. *Know your limits.* It is impossible to attend every session or meet every person. You might come into the conference with a few goals, and some of those might not be achieved. That's okay. There will be another conference next year. You can always seek information or connections after the conference is over. If you know that you can only focus for 2 hours before you need a break, schedule in breaks for yourself. There is little point in sitting in on a session if you are a zombie. Take time for you. Prioritize self-care during the conference.

Perhaps most importantly, remember to have fun with whatever you decide to do and make the conference what you want it to be.

See You at SIOP 2016 Anaheim

Whether you're searching for *a whole new world* or *wanting to be where the people are*, join us and *be our guest* at SIOP's 2016 conference. In order to *discover the magic* of SIOP's conference, start with setting goals for the conference, utilize conference resources, make sure to challenge your comfort zone, and make/maintain connections. To truly appreciate the conference, however, you must remember to take care of yourself and have fun. If this isn't your first time, make sure to pay it forward,

help others discover everything that SIOP has to offer. Last, but not least, if you see us at the conference, come say hello!

Article Teaser

Building on our conference experiences, we hope to highlight the importance of and the specific strategies behind gaining international experience as a graduate student. Whether from collaborations, exchanges, and/or practical connections, international experience is a great accompaniment to any education. Feel free to send us any questions or comments regarding this or any of our columns to jsorenso@uoguelph.ca.

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*Spotlight
on
Humanitarian
Work
Psychology*



Ashley Hoffman
Elon University

Why Should We CARE About Aid and Development? An Interview With Dora Ward Curry

As a psychologist, I consistently find myself interested in the pursuits of other people and how and why they engage in the lives of their family, friends, and community. As a humanitarian work psychologist, I am particularly compelled to understand and engage in the work of people who go beyond themselves and work in a capacity that serves the greater good, especially in times of crisis and need.



Although there are some excellent global initiatives happening currently (e.g., the Sustainable Development Goals, which I will highlight in the next issue of TIP), some of the most pressing issues are the human rights crises that continue to occur globally and, more specifically, those events occurring presently in the Syrian region. I would imagine most of us remain at least passively abreast of the continuing refugee crisis in Syria. However, from a basic social psychology perspective, it is highly likely that we will remain firmly rooted in our passive concern without active regard to the situation at hand. This is why I am pleased to introduce you to Dora Ward Curry. Dora



care®

works for CARE International, which is a coalition of organizations working toward poverty reduction in 90 countries around the world. I'll let Dora tell you a bit more about herself, her work, and how psychologists can continue to be involved in the pursuit of responsible aid and development.

AH: Hi Dora! Tell me a little more about yourself, your background, and how you got engaged in humanitarian aid and development work.

DC: During college I thought I wanted to be a doctor. I entered a public health program to strengthen my application to medical school. During the first class in the global health course curriculum, Dr. Stanley Foster told a story of breaking a record number of bamboo bridges in the quest to eradicate smallpox.

I was hooked! Since completing my master's in public health at Emory University, I've provided project management and technical oversight for reproductive, maternal, and child health, and vaccine-preventable disease eradication programming in a variety of countries globally. Over the years I've become drawn more and more to crisis-affected settings (conflict, acute emergency, fragile states), in part because they have come to represent a larger and larger part of the population facing acute health crises and in part because I find the complexity and challenge itself motivating.

AH: Wow! It sounds like you are working in an area, both topically and geographically, where that is so needed. Could you tell me a little more about your current position with CARE and what a typical day looks like for you?

DC: I am Senior Technical Advisor for Monitoring, Evaluation and Learning on CARE's sexual, reproductive, and maternal health team. My main job is training and coaching our programming staff and ministry of health counterparts to gather high quality data and use it to improve program quality. In addition, I lead design and documentation of our quality improvement strategies in our reproductive health projects in difficult settings. A typical day in the office usually includes a mix of Skype calls, often at odd hours due to time differences, to meet with field colleagues; emails; some time for literature review and writing, both articles and reports; and review of data and coordination (meetings!) with the team here, which, by the way, includes a fantastic group of interns. In the field, I

generally split my time between training CARE staff and MOH counterparts, meeting with field-level stakeholders (donors, ministry partners, community leaders), and observational site visits to facilities.

AH: That sounds a great deal like work in the I-O field, particularly with your work in both evaluation and training. To shift gears a little, would you mind giving some background on the Syrian refugee crisis and how CARE is at work in the region?

DC: Just to give you a sense of how we work, [my office of] CARE is actually based in Turkey and supports Syrian partners within Syria. Our complete profile covers health and support to agriculture (seeds, tools, and training) as well as CARE's work in the health sector, which covers training providers in safe delivery and family planning and other basic skills. In the Syrian region (including Syria, Jordan, Lebanon, Egypt, Yemen), there are an estimated 12.5 million in need of some level of assistance, whether that be refugees or internally displaced folks. This is more than half of the total population of Syria, and many of these displaced people are living in areas that are currently either underserved or unserved by aid agencies. CARE is particularly concerned with vulnerable populations, specifically women and girls who are often unable to access services, as well as the aged and disabled. As such, we are working with governments and aid organizations to disperse aid to those with the most urgent need and seek to protect human dignity at every level.

AH: That is a great deal of people. For perspective for our U.S. readers, that is

approximately the number of residents in the entire state of Illinois. Very overwhelming! How could an I-O psychologist like myself get involved and help with the crisis in a meaningful way?

DC: The psychological needs of affected populations are acute in this drawn-out armed conflict. Our Syrian partners have identified psychosocial support as one of their most critical needs. Although they do not bring this up, the nurses, doctors, and other program staff we work with experience the same conditions (vulnerability to armed attack, frequent mobility, near complete disruption of daily life) as the populations they serve. Psychosocial support to them as well as to the populations in general is much needed.

Just one example, on the day I arrived for my last visit, a Tuesday, one of the facilities CARE supports was hit by two barrel bombs. We had a meeting scheduled with our partner executive director on Thursday. I assumed we would have to reschedule our meeting. Not only did he appear for the meeting on Thursday, he had documented the damage to the facilities for the UN, and his chief concern was to assure us that the clinic would be open again by the coming Monday. The dedication and perseverance of all the Syrian and international organizations struggling to continue to provide basic services, many of whom would be able to leave the country if they choose as skilled professionals, is truly inspiring.

I have been struck by how responsive our Syrian counterparts are to simply connecting to the wider world, to knowing that

others are moved by what's happening. I've also been amazed at how many people have access to Internet in spite of interruptions in cell service and electricity. I think an Internet-based support forum, webinars, Facebook, LinkedIn, and Twitter would be enormously meaningful to fellow professionals in helping professions (in addition, of course, to contributions to organizations supporting work in Syria, especially those working through Syrian counterparts).

AH: I am just completely bowled over by folks who manage to be so resilient in such dangerous and disruptive situations. I know that many people, especially the humanitarian work psychologists in the readership, will share in my sentiment. So what can our profession do in this case? That is, what do you think humanitarian work psychologists should be focusing on, particularly in their research, that would ease or assist the work of those in the field doing humanitarian aid and development work?

DC: Documenting the effectiveness of collaborative, team-based performance improvement among humanitarian and development frontline workers. Similarly for the impact of the effectiveness of support to humanitarian workers on their overall work. Another issue that's particularly important to us at CARE is the influence of gender in humanitarian worker settings. A large proportion of workers in social work, education, and public health are women, and disproportionately more women workers are in lower paid, lower resources, less powerful roles. We are par-


ticularly interested in addressing gender issues in workers themselves, as well as in the communities they serve.


I cannot thank Dora enough for her informative responses to the questions posed. From an HWP perspective, it helps to recognize the true needs of folks on the ground actually providing the assistance to those who are in need. It also is critical to recognize that organizations like CARE can benefit from the expertise that I-O psy-

chology has to offer—and that a multidisciplinary approach to HWP is going to be the most successful route to accomplishing the goal of poverty reduction. Working with people in public health, economics, international development, and other major professions will only serve to expedite the process by which people globally are able to engage in their communities, workplaces, and families in a meaningful and secure manner.

Contents	Features	Editorials	Reports	my.SIOP
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Earn your
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 **VCU** School of Business
VIRGINIA COMMONWEALTH UNIVERSITY

“ It was important for me to find a Ph.D. program that focused on understanding and choosing the best research methodologies. VCU allowed me to have a specific faculty mentor while also encouraging me to work with other faculty. This provided me with exposure to a variety of research methods including more collaborative approaches.”

-George Banks
VCU Business Ph.D. recipient
Assistant Professor of Management
UNC Charlotte

Practitioner Ponderings



Richard M. Vosburgh
RMV Solutions LLC

Strategy and Measurement

I'd like to begin with heartfelt appreciation and recognition for a significant contribution by SIOP leaders to the professional practice of HR in organizations. I am honored to be serving on the SHRM Certification Commission in support of the governance process for the newest HR professional certification program. The chair is **Wayne Cascio** and also serving is **Shelly Zedeck** (both past presidents of SIOP) and **Jim Outtz** (incoming president of SIOP). We just met in San Diego to review the significant progress made since the introduction of the SHRM-Certified Professional and the SHRM-Senior Certified Professional testing program. It is an impressively developed program that is fully described in an article by SIOP's own **Alex Alonso** in the October 2015 HRPS *People + Strategy* journal, described further below.

I would like to reiterate my thanks to SIOP President **Steve Kozlowski** for contributing to the HRPS sponsored *HR Association Executive Roundtable* interview in the special edition of the October 2015 *People + Strategy* journal where **John Boudreau** and I are guest editors on the topic "Advancing the HR Profession." This represents another great collaboration between SIOP and HRPS. A very active SIOP Fellow, **Allan Church** of PepsiCo, was recently elected to the HRPS Board where I was just elected chairperson, so we have a good SIOP/HRPS/SHRM relationship started. I encourage any SIOP members interested in organizational HR practices to consider HRPS membership, which comes with a free SHRM membership (see <http://www.hrps.org/>).

The first two columns that I wrote "set up" the science-practitioner issues, and the next ones dealt with three of the five significant ways in which I-O contributes to the employee lifecycle:

- June 2015: **Performance Management**
- September 2015: **Staffing**
- January 2016: **Strategy and Measurement**

In the next two columns we will tackle the issues related to the last two employee lifecycle areas: **Learning and Development** and **Talent Management**.

To find how I-O contributes to these five employee lifecycle areas, from the SIOP website, click on “info for [Professionals](#)” and you will see “**I-O and the Employee Lifecycle**”. The information here was developed to help us better understand how I-O psychology can benefit organizations in each phase of the employment lifecycle.

Strategy and Measurement in organizations is about:

- Establishing plans to successfully align your organization around a common vision
- Ensuring that your business strategy is supported by your human capital strategy
- Measuring the impact your human resources function has on business results.

Here is an example of the type we used in PepsiCo in the early 1980s. The process is deceptively simple, essentially two columns on a page, and the impact comes from having the discipline to plan well what will be measured and then incessantly follow up. We would say: **Name It. Measure It. Manage It.**

The SIOP website also identifies how I-O psychologists can contribute to strategy and measurement within organizations:

1. **Facilitation.** Successfully facilitate meetings with senior leaders to identify, clarify, articulate, and measure mission, vision, and strategic objectives.
2. **Alignment meetings.** Help business leaders align talent strategy with organizational strategy.
3. **Identify KSAOs.** Work with subject matter experts to identify the knowledge, skills, abilities, and other characteristics required for specific talent strategies to succeed.
4. **Metrics development.** Develop reliable and valid methods to measure desired organizational outcomes.
5. **Change management.** Design and deliver a change management program to implement new approaches to talent planning, attraction, and retention.
6. **Workforce planning.** Identify and plan for future workplace talent needs.

Example positive outcomes:

- Alignment on priorities established a culture of collaboration and trust
- Limited turnover during the merger process because of clarity of direction
- Increased market share in a deregulated marketplace
- Cost synergies exceeding expectations and revenue growth surpassing forecasts

The Organization’s Strategy	The HR Implications
Double our manufacturing capability within two years by opening two new plants in Mexico and Macedonia.	Identify leaders to manage the operational aspects of the change. Establish local outsourcing organizational capabilities then bring in-house: <ul style="list-style-type: none">• Talent Acquisition• Training• Performance Management Plan a 2-year expatriate program to get both plants running to US specifications.

- Increased bench strength through the improved ability to attract top talent
- Market expansion through more efficient systems and improved talent placement
- Employees feeling more “buy-in” and experiencing less stress or negative attitudes

Now I’d like to relate a true story of an I-O psychologist working within an organization to establish the mission, vision and values. It’s my story, about the company I retired from in 2014 as senior vice president and chief human resources officer. This story was first described in the October 2014 *Profile* magazine article on me and some of it is repeated here with their permission.

Establishing KEMET’s Mission, Vision and Values

When I joined KEMET Electronics Corporation 2011, I was put on a team to establish the **mission, vision, and values** of the organization. KEMET is a leading manufacturer of capacitors and a very global operation, with only 600 of 10,000 employees in the US. It has been in existence since its Union Carbide origin in 1919. Roughly a third of the \$900M business is in each of the three global regions: The Americas, EMEA, and Asia Pacific. You probably haven’t heard of KEMET because their model is purely B2B—business to business. Because anything with electricity going through it needs some kind of capacitor, we are everywhere. You’ve definitely heard of all of our largest customers.

The CEO was the sponsor for the project—as it should be but is often not the case. This was not an “HR” project, and it was a real team effort with people from different functions and countries. Our CEO realized that over the years lots of “lists” had developed—for example, vision, themes, guiding principles, values, leadership behaviors, code of conduct, and so on—and it was unclear which one represented our “core.” Our CEO requested a “refresh” that was simple, clear, and represented our uniqueness. The team presented the results of our first effort to the CEO and the Leadership Forum (a high potential group of 35 leaders undergoing an intensive in-house training process). We were sent back to the drawing board. We were essentially told: “You missed it. That’s just another long list of motherhood and apple pie that could be used by any company. Discover what it is that differentiates us.”

Well, after picking each other up and dusting ourselves off we went and “listened to the people” and how they talked about KEMET. It became clear there were some common themes. We were able to present a redo at the Extended Leadership Team meeting where our top 150 leaders spend 2 days once a year on company strategy.

The second time around went so much better! There were only minor tweaks with their input. We felt we had the content right and then spent time on how to show it. Most companies use lists down the page that spells out an acronym so you can remember it. We decided that was not “us,” and it would be better to show our mission, vision, and values in a picture where people

could tell a story about what we believe in; it's the classic "elevator speech" approach.

The KEMET **values** start at the top and "True North" on the compass, where we find our commitment to *Unparalleled Customer Experience*. That's the reason for everything else we do. At the center is *One KEMET*, operating as one global team. Internally we are committed to *Ethics & Integrity* and to *No Politics*. Our three stakeholders around the outside are the customer, the employee (*Talent Oriented*), and the shareholder (*The Math Must Work*). Across all this, we energetically operate with *Speed* and agility, because that's what our customer's expect, and that's the kind of people we are.

Our **mission** is to help make the world a better, safer, more connected place to live. This is simple, memorable, and passionate, and has the added value of being completely true! Think of what these capacitors go into and the claim is easy to substantiate:

- Green: Sustainable technology; in wind-mills, solar panels, and hybrid cars.
- Medical: In X-ray machines, pacemakers, and defibrillators that save lives.
- Space exploration: On the Space Station, Moon Lander, and Mars Rover.
- Military: Inside satellites, communications, and missile systems; and airplanes.
- Mobile devices: Helping the world become closer and freer.



Our **vision** is to be the world’s most trusted partner for innovative component solutions. This reflects our longstanding belief that our customer comes first and that we must be easy to do business with. We have learned that our customers are also more successful when they engage us earlier in the design process so that we can contribute the talents of our engineers and scientists to finding or creating the best capacitor for the customer’s needs.

The rollout of the mission, vision, and values was an extensive process. Our leadership team (top 16 leaders) accepted it June 2011. Our CEO and a couple of us on the team presented it in our globally televised quarterly town hall meeting in July 2011. Our HR team did translations into 18 languages and our facilities team got framed posters made for our plants and office locations in the 28 countries in which we operate. Globally each plant and office location was asked to send in video clips of employees telling a short story (15–30 seconds) about what one of the values meant to them. We received and posted on line the best of those. We asked each location to meet and talk about the values.

We also worked on simple behavioral descriptions of what “positive behaviors” would be for each value (these would let you work here), and what “negative behaviors”

would be for each value (you can’t work here if you do these things). For example:

We also found many ways of integrating the mission, vision, and values (MVV) throughout our HR processes:

- Recruitment: Our MVV is posted on our external career website
- Selection: We developed a Candidate Self-Assessment on the seven values
- On-boarding: We asked managers to do the elevator speech for on-boarding
- Performance management: We added a section to assess employees on values
- Employee engagement: In our first global employee survey, we asked how well we were doing on each of the seven values.

In the survey we learned some things that managers could do better to show they believed in the “passion, skills, and engagement of our people” (Talent Oriented). We also discovered that taking care of the customer was the highest rated set of items in the survey, supporting our “True North” value of unparalleled customer experience.

One very important way we used the MVV was to create a conversation with the Japanese company with whom we were forming a joint venture as a way to under-

Ethics & Integrity: Having the courage to always do the right thing.	<ul style="list-style-type: none">• Saying what you mean & doing what you say.• Knowing and following KEMET’s Global Code of Conduct.• “Walking the talk” for all our Values.	<ul style="list-style-type: none">• Holding back needed information.• Forcing inappropriate action.• Anything that would not be OK on the “News Front Page.”
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Global Mission

Our Mission is to help make the world a better, safer, more connected place to live.

私達のミッションは、より良い、より安全で、より繋がった世界を実現することである。

Global Vision

Our Vision is to be the world's most trusted partner for innovative Component solutions.

私達のビジョンは、革新的なコンポーネントソリューションの分野で最も信頼されるパートナーとなる事である。

Our Values are:

他社とは違う付加価値をお客様に提供する

Unparalleled
Customer Experience

徹底的に顧客に応える

Relentlessly responsive with
our customer partners

活があり、打てば響く個人と組織
Energetically showing individual and
organizational responsiveness

常に正しいことをする勇気を持つ
Having the Courage to always do
the right thing

人材尊重
Talent Oriented

社員の情熱、能力、絆を信じる
Believing in the passion, skills &
engagement of our people

素材革新
Materials Innovation

素材技術でイノベーションを実現
Realizing innovation by advanced material technology

倫理観と誠実



私利を求めない

私利によらず互いを支える

Supporting each other, without
selfish self-interest

数字が全てを物語る
The Math Must Work

継続的かつ採算性のある事業成長を遂行する
Delivering sustainable, profitable growth

環境重視
Environmental Sensitivity

環境に配慮した製品開発と事業活動
Protecting every element of our environment

グローバルチーム
ムスピリット

stand what they cared about and to show them what we cared about. It was a very important first step in our relationship that helped to form some early trust. They quickly agreed that they could support our seven values. They requested we consider two more, and after we talked about it we really liked the additions. We added materials innovation (realizing innovation by advanced materials technology) and environmental sensitivity (protecting every element of our environment). Then we had it translated into Japanese. It was very helpful in establishing early good communication.

Unquestionably, I-O psychologists working with human resources and leadership teams can make a big difference in getting alignment and commitment to a common set of mission, vision, and values, and by doing so, contribute to the strategy of the organization and help deliver the results for the stakeholders.

I invite feedback at rmvsolutionsllc@gmail.com.



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Wage and Hour Litigation Developments and Trends

Introduction

We write this article to inform SLOP members interested in the Fair Labor Standards Act (FLSA) and in employee protections in general of important proposed changes to this law by the Department of Labor as a result of a directive from President Obama “to modernize and streamline” the FLSA regulations. Should these changes be put in place, the number of employees covered under this law will expand by millions of new nonexempt employees. Other important changes are a result of the Department of Labor’s cooperation with the IRS to crack down on misclassified independent contractors and the treatment of expert testimony involving sampling and statistical evidence in wage and hour class actions. The ramifications of such pivotal changes are extensive and will have immediate and dramatic effects on organizations when and where these changes take effect.

Three primary changes have been proposed: (a) changes to FLSA overtime exemption criteria, (b) increased enforcement of the independent contractor misclassification, and (c) increased scrutiny regarding the use of sampling and statistical evidence in wage and hour class actions. We discuss these changes and anticipated consequences below.

Changes to FLSA Overtime Exemption Criteria

In July 2015, the U.S. Department of Labor (DOL) released a much-anticipated proposal to revise federal regulations that define which employees are “exempt” from FLSA protections. The DOL proposal was in response to a 2014 directive from President Obama to “modernize and streamline” the FLSA regulations (see Executive Office of the President, 2014). The directive was widely publicized at the time (e.g., Shear & Greenhouse, 2014) and intended to address the concern that current regulations have “failed to keep up with inflation, only being updated twice in the last 40 years and leaving millions of low-paid, salaried workers without these basic [FLSA] protections” (Office of the Press Secretary, 2014).

Hourly employees enjoy protections regarding pay and working conditions under the FLSA, and the proposed revisions, if adopted, will expand the number of employees covered potentially by millions by raising the bar on who qualifies as “exempt” from the FLSA. The regulations delineate a set of exemption criteria, two of which concern how much an employee is paid per week (“salary test”) and how much time an employee spends performing exempt work (“job duties test”). Prior to President Obama’s directive, employees were considered “exempt” from the FLSA and therefore not covered by the FLSA if they made at least \$455/week and if their primary duty was exempt work (see 29 C.F.R. § 541 et seq.). An evaluation of “primary duty” requires an understanding of what work employees actually perform, the context in which it’s performed, the nature of the work, and the time spent on that work. Job analyses are often required to collect this evidence (Banks & Aubry, 2005; Banks & Cohen, 2005; Hanvey & Banks, 2015; Honorée, Wyld, & Juban, 2005; Ko & Kliener, 2005). In California, primary duty is interpreted as spending more than 50% of one’s work week performing exempt work.

Proposed Changes

The DOL’s Notice of Proposed Rulemaking (NPRM) adjusts the current minimum salary requirement for exemption from \$455/week (\$23,660/year) to the 40th percentile of weekly earnings which is \$951/week (\$49,452/year) based on 2015 data, but it may be higher if there is wage growth in 2016 when the change takes effect (U.S. Department of Labor, 2015b). If adopted,

this increase in the salary test will disqualify all employees now earning between \$23,660 and \$49,452 per year, forcing employers to reclassify those employees as nonexempt. The FLSA also currently exempts “highly compensated” workers who earn \$100,000 or more in total compensation. The proposed new rules set the new threshold at the 90th percentile of weekly earnings for full-time salaried workers, which would increase this threshold to \$122,148. It is estimated that these changes will impact millions of employees.

Second, the NPRM requested feedback on whether and how the job duties test should be changed. Although no official change was proposed, the DOL is considering whether a quantitative threshold for time spent performing exempt work should be adopted as is the case in California. Such a quantitative threshold is considered a more stringent test than the one that currently exists in the regulations. If a 50% threshold is adopted, more employees are likely to lose their exempt status even if the salary test is met.

Impact on employers. The DOL estimates that the aggregate direct costs for organizations as a result of the proposed changes will be between \$239M and \$255M per year, which includes costs related to “regulatory familiarization, adjustment costs, and managerial costs” (Department of Labor, 2015b). Reclassification of salaried (exempt) employees to hourly (nonexempt) employees involves multiple changes within an organization: (a) changes in the way compensation is computed and administered, (b) adjustments to work

schedules to limit the amount of time reclassified employees spend at work, (c) training reclassified employees to record their time worked including overtime, (4) implementation of a meal and rest break schedule for reclassified employees if they are required to take breaks in their state or according to policy, and (5) potential increases in staffing if switching reclassified employees to 40-hour weeks is insufficient to cover work demand. Reclassification also may increase the organization's risk of lawsuits associated with various wage and hour violations for nonexempt hourly employees (e.g., off-the-clock work, missed meal and rest breaks; improper compensation). In short, available labor will be less and complications associated with properly administering requirements under the FLSA as well as state laws will be more.

Impact on employees. Reclassification will likely result in meaningful changes from the employee's perspective as well: (a) number of hours worked per week, (b) decreased pay due to a smaller number of hours worked, (c) changes to job responsibilities, (d) new timekeeping requirements, (e) new policy requirements (e.g., meal and rest breaks), and (f) perceived decrease in status. Perhaps most troubling to reclassified employees is the loss of prestige associated with exempt status; many reclassified employees perceive this change as a demotion.

Independent Contractors

Many companies have business models that include the retention of independent contractors. Independent contractors are,

by definition, self-employed workers who are paid for the services they provide the company. The independent contractor relationship differs in important ways from an employee relationship, most notably different tax obligations and entitlements to wage and hour protections such as minimum wage and overtime. The primary benefit to employers by using independent contractors is reducing payroll costs. Multiple federal agencies such as the DOL and Internal Revenue Service (IRS) have published separate guidance on how to determine the proper status (Joerg, 1996). Although there is no definitive list of factors that determine independent contractor status in all situations, generally the guidance relates to whether the worker is economically dependent on the employer or truly in business for themselves (known as the "economic realities" test) and the degree of control the employer has over the worker. An agreement between the employer and a worker labeling the worker as an independent contractor is not considered relevant to the analysis of the worker's correct status. Job analysis methods that document how a person performs his or her job and the degree and nature of contact between the person and client company employees could provide evidence that can address these factors.

As part of the recent misclassification initiative, the DOL publicly stated that it intends to increase efforts to identify misclassified independent contractors (e.g., U.S. Department of Labor, 2010) and has entered into a Memorandum of Understanding with the IRS and state agencies to share information and coordinate

enforcement efforts to identify employers that have misclassified employees as independent contractors (U.S. Department of Labor, n.d.). In July, the DOL released a document, Administrator's Interpretation No. 2015-1, which broadens the definition of "employment" in order to reduce the number of workers improperly classified as independent contractors (U.S. Department of Labor, 2015a). The factors comprising the "economic realities" test and discussed in this document are the following: (a) Is the work performed an integral part of the employer's business? (b) Does the worker's managerial skill affect the worker's opportunity for profit or loss? (c) How does the worker's relative investment compare to the employer's investment? (d) Does the work performed require special skill and initiative? (e) Is the relationship between the worker and the employer permanent or indefinite? (f) What is the nature and degree of the employer's control? All of these factors are evaluated independently and are considered in light of the ultimate determination of whether the worker is really in business for him or herself or is economically dependent on the employer.

The most closely watched independent contractor case is *O'Connor v. Uber Technologies, Inc.* In September, a district court judge certified a class of 160,000 California Uber drivers who claim they were misclassified as independent contractors. Class certification is only the first step toward resolution of this case; the next phase will determine whether Uber drivers are truly independent contractors. This case comes after the California Labor Commissioner ruled in June that an Uber

driver was an employee and not an independent contractor (*Uber Technologies, Inc. vs Berwick*). The case is set to go to trial in June 2016.

Impact on employers. With increased scrutiny, employers will need to review all of dealings with independent contractors to ensure they are in safe territory. In particular, analyzing the extent to which independent contractors are interacting with client company employees would be of primary importance as the employer has to show worker independence and self-control over job details. Moreover, they need to show evidence that independent contractors do not perform work that is integral to business operations and that they perform work that is qualitatively different from regular employees. Also, agreements with independent contractors should show evidence of that independence and impermanence. These implications strongly suggest that employers should reserve independent contractor status for job duties that are specialized, different from those of employees, performed independently, and not part of the employer's general business operations.

A finding that independent contractors are in fact employees greatly increases the employer's labor costs. The employer could be on the hook for all employee-related costs including payroll taxes, benefits, workers compensation, unemployment, overtime, and state labor code requirements. Potentially more damaging is the employer's need to rethink their business model that factors in lower labor costs by retaining independent contrac-

tors. Revised business models incorporating the true cost of labor to perform the necessary business operations may make some businesses less competitive or lower their competitive advantage in the marketplace and level the playing field for those who do not use independent contractors.

Impact on independent contractors. The increased scrutiny may force independent contractors to bolster their economic independence from client companies by broadening their client base and by taking on more personnel functions for their employees who perform work for clients. They may choose to step up their role as employers to their own staff to increase their perceived and actual level of independence from clients. Single individuals serving as independent contractors who want to maintain this status may also change the nature of the relationship with the client to one that is more independent, such as no longer working at the client site, paying for own work-related expenses, incorporating as a sole proprietor, invoicing the client on a regular basis, and securing multiple clients.

Implications for the sharing economy. The “sharing economy” is defined as an economic model in which individuals are able to borrow or rent assets owned by someone else (Investopedia.com). *The Economist* defines it as a peer-to-peer-based sharing of access to goods and services (*The Economist*, 2013). When the assets borrowed or rented are a person’s labor, we venture into DOL and IRS regulated space. When does a person operating in the sharing economy become an independent con-

tractor? The lines are blurred but caution should be exercised when labor “rented” looks the same as labor “bought” through employment. Regulation is undoubtedly going to continue in this economic space because of the financial implications for governments and business competitors.

Sampling and Statistics

Sampling and statistics often play a central role in wage and hour cases because the vast majority are brought as class actions. Because it is rarely feasible to collect data from an entire class, sampling is necessary. To certify a class, plaintiffs must demonstrate that the claims of individual class members are similar enough to be resolved on a class-wide basis and that the class action will be manageable if it proceeds to trial (as opposed to hundreds of “mini-trials”). Plaintiffs often point to uniform policies to meet the first criterion and propose a strategy for collecting data from a sample of class members and extrapolating the results to the rest of the class to meet the second criterion. Defendants argue that the variability among class members is too great for issues to be resolved on a class-wide basis. Two recent cases tested the appropriateness of sampling in a class action.

Tyson Foods Inc. v. Bouaphakeo is currently pending before the U.S. Supreme Court. *Tyson* involves a claim that the company failed to pay workers at an Iowa pork-processing plant for time spent putting on and taking off protective gear (“donning and doffing”). The class was certified, and the defendant was found to be liable for \$5.8 million dollars. This verdict was upheld by

the 8th Circuit and now awaits judgment by the U.S. Supreme Court. The central issue now is whether it was appropriate to use the calculated average amount of time employees spent donning and doffing from a sample of class members to certify the class and to determine damages. Defendant argued that the degree of variability among class members was sufficient to make the sample average inappropriate because it cannot be assumed that class members were identical to the average. Defendant noted that the actual amount of time spent per person ranges from 30 seconds to 10 minutes and that some employees did not suffer *any* damages. Plaintiffs argued that differences between class members were minimal.

Duran v. US Bank NA, an overtime case, was recently decided by the California Supreme Court. In *Duran*, the trial court adopted a trial plan that involved collecting testimony at trial from a random sample of 20 class members, and this sample would allow the court to determine whether all class members were exempt or nonexempt from overtime. Extrapolating sample results to the whole class is known as “trial by formula,” and this approach has been rejected by the U.S. Supreme Court in *Dukes v. Wal-Mart*. Nonetheless, this strategy was followed, and the court determined that, based on the testimony from this sample of class members, the *entire class* of 260 employees were misclassified and an award of \$15 million was given to plaintiffs.

The California Supreme Court overturned the *Duran* verdict, stating that the trial plan was “profoundly flawed” in several

ways: (a) the sample was too small, (b) the sample was not random, and (c) there was a high margin of error in the estimation of the class average of overtime. The sample was not random because four of the 20 class members selected to testify chose not to testify including two who were urged by plaintiffs’ counsel to withdraw from the case because the class members believed they were properly classified as exempt. The trial court also erred by not conducting an assessment of variability prior to certifying the class and ignoring individual issues.

Both *Tyson* and *Duran* directly address applicability of sampling in wage and hour class actions. The *Duran* decision now requires a more rigorous examination of variability among class members *before* a class is certified when sampling and statistics are included in the trial plan. The *Tyson* case focuses on the appropriateness of computed averages and margins of error in support of a class certification motion. An average, by definition, ignores the degree of individual variability and does not address the key question at this stage in litigation: Is the class sufficiently similar to be treated as a class? When variability is high, the average may be mathematically correct but also meaningless as a description of individual class members. This is most obvious when half of the class is misclassified and the other half is not. With such variability, a court cannot determine *which* nonsample class members are misclassified and *which* are not.

The takeaway here is that I-O psychologists working in this area need be aware of the relevant legal questions and design

sampling plans only when appropriate. It is likely that the *Tyson* case will provide additional guidance on these issues.

Conclusion

The wage and hour litigation world continues to evolve as businesses change strategies to lower costs and capitalize on competitive opportunities. Although not a traditional line of work for I-Os, wage and hour litigation offers new avenues of research and practice by posing questions ideally suited for I-Os to answer. Specifically, questions such as “What do workers actually do on the job and who do they interact with?” and “How much discretion and independence is exercised on the job?” are key to understanding the proper classification of workers. Similarly, what statistics to use in showing work-related evidence to the court is also key to the proper resolution of these lawsuits. This update is intended to not only inform those who follow this field within I-O but also to entice new entrants into this field.

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We are excited to share with you information about SIOP's efforts to build its identity in Washington, DC to support federal funding for I-O research and use our research to help guide policy discussions. Each quarter we will report to you on new advocacy activities as well as our analysis of the role of I-O psychology in significant federal or congressional initiatives, such as the annual appropriations process and emerging national initiatives. We are excited about our progress and look forward to working with you as we pursue these important goals!

White House Issues Social and Behavioral Science Executive Order Promotes Social and Behavioral Sciences Team

On September 15, President Obama issued an [Executive Order](#), "Using Behavioral Science Insights to Better Serve the American People." The Executive Order directs federal agencies to integrate the social and behavioral sciences in federal decision making to improve the accessibility, usability, and effectiveness of federal programs and policies for both federal employees and the general public. The Executive Order also directs agencies to deepen relationships with the social and behavioral science community and institutionalizes the White House Social and Behavioral Sciences Team (SBST) within the White House Office of Science and Technology Policy (OSTP).

SBST was assembled in 2014 within OSTP and consists of a cross-agency group of experts in applied behavioral science that is charged with translating findings and methods from the social and behavioral sciences into improvements in federal policies and programs. SIOP Fellow **Lori Foster** served on the inaugural SBST, applying her knowledge and experience as an I-O psychologist to the challenges explored by the team. The Executive Order highlights the team's work by directing agencies to adopt recommendations and suggestions from the SBST [annual report](#), which was released and discussed at a forum coinciding with the Executive Order announcement.

SBST also launched a [website](#) on September 15, encouraging institutions and individuals interested in promoting social and

behavioral science applications to collaborate with the team by [registering](#) as a supporter. Over the next year, SBST plans to launch 20 new projects, enhancing and spreading the visibility of social and behavioral sciences across the federal government. Projects range from improving unemployment insurance programs and supporting career preparation for military spouses to streamlining government forms for enrolling in benefits programs and ensuring children's access to nutritious, low-cost or free lunches.

SIOPI continues to position the Society and its members to collaborate with SBST and encourage full implementation of the Executive Order across the federal government. Through ongoing government relations initiatives, SIOPI further promotes the impact of social and behavioral science, specifically I-O psychology, to address some of the nation's most pressing needs.

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Lynda Zugec

The Workforce Consultants

In this issue, we have the pleasure of welcoming Stewart Forsyth, Managing Director, FX Consultants to discuss I-O psychology in one of my favourite parts of the world: New Zealand! Want to know more about Kiwis and I-O psychology? Read on!

Discovering I-O Psychology in Aotearoa—New Zealand

Stewart Forsyth
Managing Director, FX Consultants



The New Zealand population clock has just clicked over 4.6 million people, of whom 2.3m (69.6% of working-age Kiwis) participate in the labor force. It is a little problematic to estimate the number that are currently working as I-O psychologists. Of those belonging to The New Zealand Psychological Society (<http://www.psychology.org.nz/>), 199 indicated this year that they worked in the I-O field.

There are 580 people (mostly Kiwis) subscribed to the “ionet” Google Group for I-O discussion and information-sharing (ionet@googlegroups.com).

The economy in New Zealand is strongly weighted to commodity exports (dairy, but also meat, seafood, and timber) and—as might fit stereotypes based on the Lord of the Rings and Hobbit movies—a thriving tourism industry. There are many emerging and a few mature technology and services businesses increasingly contributing to the exports that are essential for New Zealand funding a first world lifestyle. These newer businesses, together with the outposts of multinationals, provide most of the opportunities for I-Os to contribute to high involvement and high productivity workplaces. Turn-of-the-century research by Dr. Jim Guthrie illustrated this two-speed approach to people management in New Zealand (http://www.jstor.org/stable/3069345?seq=1#page_scan_tab_contents).

With small numbers overall, it's important that local I-Os focus on making a positive impact. There are regular Industrial Organisational Special Interest Group (IO SIG) meetings in the

major centers of Auckland, Wellington, and Christchurch, which attract HRM and other disciplines and are fitting with the goal of establishing New Zealand I-O psychology as “the authority” in promoting evidence-based approaches to work psychology.

During 2015, the Auckland IO SIG hosted the following sessions:

- Dr. Julian King: Evaluation: Thinking Beyond Measurement
- Sue Langley: Neuroscience Insights; Leadership, Change and Organisational Performance
- Brett Wood: Bringing Intelligence to HR: Using Data, Research and Insights to Help Solve People Issues Within Organisations
- Dr. Maria Thomson: Building Organisational Change Capability at the University of Auckland
- Dr. Rod Corban: Using Mindfulness Approaches in the Achievement of High Levels of Sports Performance

There are also close links with the HR Institute of New Zealand (HRINZ). The Auckland IO SIG frequently partners with HRINZ and, as a result, the majority of participants at IO SIG events are HR practitioners. This helps ensure the goal of reinforcing I-Os as “authorities.” I-O psychologists also contribute to the HRINZ professional development program. Recent examples include:

- Keith McGregor: Enhanced Interviewing Skills
- Dr. Paul Wood: Goal Setting for Performance (a webinar)

Although some I-Os in New Zealand work in relatively specialist roles (academics, test developers, trainers), most are generalists, which reflects the smaller size of the economy and preponderance of smaller enterprises. They work in HRM roles for organizations, are self-employed, or work with small consulting firms.

An Institute of I-O psychologists is currently being established where membership will be reserved for those who are (a) qualified from a recognized school, and (b) are registered as psychologists in New Zealand.

What do Kiwi I-Os do? Reflecting our bicultural heritage, there is fascinating work being done on Maori leadership (Professor Jarrod Haar and Dr. Maree Roche at Waikato University) and also research-based approaches to diversity training. The Auckland IO SIG recently hosted a cultural competence workshop facilitated by Dr. Belinda Borrell of Massey University. Our biculturalism is also reflected in the name “Aotearoa,” and in locals’ responsiveness to “kia ora,” meaning “hi” and “thanks.”

It might be a bit of a generalization, but there are only a few degrees of separation between Kiwis, and they are culturally inclined to a moderately collectivist approach. This can assist in collaboration. A recent example was between I-Os at three universities reviewing the prevalence and correlates of workplace bullying and coping strategies (<http://researchcommons.waikato.ac.nz/handle/10289/5973>).

A couple of recent HR-related start-ups demonstrate local technology-based approaches, such as fuel50 (<http://fuel50.com/>), which provides career management apps, and Talegent (<http://talegent.co.nz/>), which provides online simulations to support selection.

There are good links with Australian I-Os, particularly through the biannual Industrial and Organisational Psychology (IOP) Conference. The Australasian Journal of Organisational Psychology <http://journals.cambridge.org/action/displayJournal?jid=ORP> provides another area for communication between Australian and New Zealand I-Os. Kiwi I-Os are also regular visitors to SIOP conferences. Check them out or enroll in “ionet”.

Last but certainly not least, there is a strong and growing tradition in New Zealand I-O psychology of prosocial action. For example, the consultancy houses mentioned above have been actively involved in promoting opportunities for talented, but sometimes disadvantaged, youth in areas such as leadership development. There are additional professional clusters of scholars and practitioners who are interested in prosocial contributions in humanitarian concerns such as poverty reduction, access to decent work, the organizational psychology of living wages, and the reduction of inequality (our equality ranking as a

country has deteriorated significantly since the 1980s). I-O psychologists in New Zealand/Aotearoa have played and continue to play active parts in the development of global networks such as the Global Organization for Humanitarian Work Psychology (GoHWP; <http://gohwp.org/>). Students are tremendously interested in the way our profession and discipline has been expanding to meet the challenges and opportunities of the 21st century.

If you would like more information on I-O psychology in New Zealand/Aotearoa, reach out to Stewart at stewart@fxc.co.nz.

A special thanks to **Stuart C. Carr**, Professor, Massey University, for contributing and including his thoughts on the state of I-O psychology in the New Zealand.

WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and submit topic ideas for future columns. Give us your insights from lessons learned in your practice. We are always looking for contributors, and we will be on the lookout!

To provide any feedback or insights on the International Practice Forum, please send an email to the following address: lynda.zugec@theworkforceconsultants.com.

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Performance Management Technologies for Organizational Coaching

In order for organizations to help improve their employees' skills and behaviors, technologies are being developed to allow companies to observe employees, allow those employees to practice their skills in safe environments, and gather feedback on their performance. In addition, companies today using traditional training techniques continue to find that some performance management methods are not as effective alone, because the workforce needs more time to practice their skills prior to being able to apply them on the job. This has led to the increased use of coaching and technologies to improve performance.

Coaching in the 21st-Century Workplace

In today's workforce, there is an increased use of coaching as a critical and effective learning tool. Not only is it leveraged to enhance performance but also to enhance engagement, employee well-being, and organizational change (Grant, 2007). As such, organizations are increasing the amount they invest in coaching programs for both executives and managers (Wright, 2005). In 2004, at least one in five managers were trained in coaching skills (The Work Foundation, 2004).

According to the [International Coach Federation](#), coaching is defined as, "An interactive process to help individuals and organizations develop more rapidly and produce more satisfying results; improving other's ability to set goals, take action, make better decisions and make full use of their natural strengths." Although coaching is a broad concept for performance management, there are different types of coaching conversations happening within organizations. The first is often referred to as transactional coaching, which is when coaching happens on the go or in the moment when a problem arises. The second type is transformational coaching, which is when a coach helps identify career opportunities for employees (Chittenden, 2012). Core coaching skills and abilities outlined in most coaching certification programs

Application of Modern Technology and Social Media in the Workplace



Tiffany Poeppelman
LinkedIn



Nikki Blacksmith
The George
Washington University

include active listening, the ability to ask open-ended questions, and the ability to come up with actions based on the area that needs improvement or support (Gregory & Levy, 2010).

There are many limitations and barriers to effective coaching. First, coaching is often difficult in practice due to individual differences and leveraging the technique to guide improvements for each person's needs. For instance, an employee might highlight a challenge with their client and feel it's really something out of their control when in reality it might be an internal area of improvement. This requires coaches to be open and intently listen to the real causes of a problem. In addition, there is often a perception that coaching is a large time commitment on the part of the coach and coachee, which means it may not be adopted as often as it should be. This alone can limit the true impact coaching can have if it is not used at the right time. Although these are challenges to adoption, there are also difficulties in coaching efforts that have started to be mitigated with the use of technology. For instance, it's often hard for a manager to remember each conversation with all of their team members on a given day, which makes it hard to recall critical moments that a coach can leverage as good reflection questions. Due to these realities, companies are leveraging the use of technologies to provide assistance to managers and leaders who are coaching others. In addition, technologies used for coaching are changing the workplace in many ways including:

- Allowing coaches to capture the mo-

ment so they can revisit the discussion

- Enable the best practices of listening, reflecting, and asking the right questions
- Create an opportunity for coaches to measure performance on clear constructs
- Determine the best methods to improve behaviors on the job

The goal of this article is to highlight the different types of performance management technologies used by coaches to improve coaching conversations and in turn improve performance. In addition, we will highlight gaps in the coaching and technology research.

Technologies Improving Performance Management

The use of technology to increase the quality and quantity of coaching has traditionally lagged behind other organizational technologies such as learning technologies for one main reason. The “myth that technology-based coaching is not possible—or wouldn't measure up—because an electronic tool cannot truly replicate the functions of a live coach” (Ahrend, Diamond, & Gillwebber, 2010).

The Training Industry, Inc. (2014) conducted a research study that identified general tools and technology used for coaching. Participants included learning leaders and sales leaders within over 120 companies who identified the following technology they use to support coaching including: emails (77.9%), workshops (72.8%), roleplaying (71.9%), knowledge repository

(59.3%), webinars and videos (48.2%), as well as others such as short e-learning pieces, virtual instructor-led reinforcement classes, simulations, and e-libraries. Those same respondents also indicated the tools that they do not currently use for their coaching strategy, including gamification (63.1%), blogs (55.8%), mobile learning (44.3%), wiki (43.2%), chat (42.6%), and social collaborative tools (41.1%). However, it is critical to understand further how and why these types of methods are not being adopted as they could support performance management approaches in future efforts within companies, because they are proving to be effective for learning and development practices.

At a high-level, most of the technologies being used to support coaching today can be placed in categories based on the coaching process, which include (a) listening and observing a person perform a set of tasks (observing their performance), (b) discussing the realities of their situation (measuring the current performance and impact), and (3) determining a next step for solving the current gap or problem they might be facing (providing feedback and determining next steps to evaluate their success in addressing the issue). Below is a summary of the types of technologies being leveraged in the community to aid these areas of the coaching process.

Video and voice recordings. With the cost of video production dropping, there are more tools being developed to support the recording, sharing, and capturing of critical calls or meetings in an organization. Ideally, most coaches will spend time ob-

serving the individual on the job, but given daily demands, it is often not an option or specific details can be lost over time as the ability to recall details within a client call or meeting can be a challenge for coaches and their team. Voice and video recordings are now serving as a great way to revisit the discussion and highlight aspects of behavior (good or needs improvement). Video are also being used in the performance improvement exercises as a way to illustrate scenarios within coaching exercises so that individuals can see good examples from their peers and practice recording themselves in a given situation. Two examples of these types of tools includes [Allego](#) and [RolePlayPRO](#), which have led to a structured and measurable way to track performance over time based on coaching sessions.

[Gareth Chick](#), founder and managing partner at Collaborative Equity, shared with us his views on technology usage in the coaching process. “The most powerful technology in my view is the use of mobile video to record calls when they are actually performing in their role—it’s not always possible of course to film a client meeting, although clients are often more open to this than we might think, but a key part of success as a coach is giving feedback on performance.”

Tracking and Assessing Performance

Although role-play and video-based practicing methods are critical, without an objective assessment approach, managers will often be subjective in their assessments. To let individuals grow their skills,

organizations have to be structured in their methodologies to ensure everyone is being rated against the same criteria. Hence, platforms are now making it easier for on-the-go assessment techniques with dashboards and reporting features. [Knowledge Factor's amplify learning application](#) is an example of this type of technology. These tools not only provide a way to track performance over time but also provide scheduled reminders.

Social learning approaches. Other performance management technologies are leveraging the Bandura (1962) learning progression model, which includes observing, practicing/imitating, and repeating. Social learning experiences include gamification techniques, content sharing across various communities of practice, and providing content on demand. Great examples of these types of technologies are [Commercial Tribe](#), [Fuse](#), and [SharperAx](#), which are focused on streamlining social and communication learning methods (e.g., methods of individuals sharing content and messages in real-time throughout the learning experience). Ultimately, these companies are not only developing coaching support tools and embedding Learning Management System-type elements, they are leveraging social networking and knowledge sharing across devices. This means they are developing tools that allow anyone to access learning and performance improvement-related information from their desk, mobile device, and internal applications.

Virtual coaching. Virtual coaching, which can include both automated avatars or someone coaching through video-con-

ferencing capabilities, is also beginning to take off as a new area of emphasis. A survey conducted by E-coaching Associates found that among 300 U.S. and European respondents, 97.9% users felt that virtual coaching was clear and easy to understand and 85.3% of e-coaching content taught them something they didn't already know. Electronic coaches are now being leveraged at lower costs and seeing the same benefits as a live coach.

Research Findings

Identifying new means to improve performance has continued to grow in popularity over the years and received even more attention in the research community. Only within the past decade has the field begun to see more empirical research aiming to understand the impact, implications, and best methods of helping employees professionally growing through the use of technologies and coaching practices.

Although there are many basic forms of technologies (e.g., emails, workshops, role-playing) used today for coaching programs, there is little to no research on whether these investments are improving the impact of coaching programs. Other support methods that are identified as not being used often (e.g., mobile learning, gamification, short form e-learning, and social platforms) also lack research that shows an impact on coaching programs. In addition, performance improvement technologies are increasingly leveraging social media, simulations, games, and massively open online courses, but we still need to better understand whether effectiveness

varies across implementation approaches (Noe, Clarke, & Klein, 2014).

Coaching practices and other learning methods have drastically evolved with advancements in performance management technologies that can be used at work or on the go and in support of social learning, which states one needs to observe and repeat a task in order to reinforce the content (Bandura, 1962). In addition, we've seen studies show the impact of supervisors who support their teams regularly on a one-on-one level, which is critical for both learning and transfer of training (Noe et al., 2014).

Future Research

Coaching can be challenging and rewarding, which is why organizations are looking for technological solutions to improve coaching methods and approaches to structuring the coaching environment. Coaching technologies can also help structure the performance management process. Research continues to show coaching is an extremely effective approach at improving the skills of employees. However, we still have a long way to go. Below is a list of some key research questions that need to be addressed in order to improve our understanding of the intersection between coaching and technology.

- Are virtual coaches as effective as live coaches?
- How do employees react to performance monitoring technologies when they are used for the purposes of coaching?

- Does technology allow coaches to be more effective at measuring performance and structuring the coaching conversation?
- Does the technology help the employee improve their performance by seeing real-time feedback results in a system? Does the support of a live coach increase ability to improve performance?

Conclusion

According to the ICF 2012 Global Coaching Study, approximately 47,500 professional coaches worldwide are in business (estimated annual revenue close to \$2 billion), which was significantly more than the reported 2,100 professional coaches in 1999 (ICF, 2012). With the growth of coaching certifications worldwide, the growth of internal programs for executives and management across organizations, and data indicating the effectiveness of the coaching process, we will likely continue to see more substantial investments being made in the coming years. As Gareth Chick describes, "In a management role, we have to coach our people to perform to the very best of their ability in their core skills and usually towards a specific goal [or career path]. The components of coaching are knowing when to coach, when to teach, when to give feedback, when to direct, when to advise. A great coach will move seamlessly between these different components, even in the course of one conversation."

There is no doubt that I-O psychologists have work to do to understand the im-

plications of these tools on the coaching process. It is critical to determine the best ways to enable our workforce to ensure they are able to develop skills that will empower them and improve performance. The changes in technology are transforming our expectations for managers, their roles, and their teams' performance.

Are you leveraging other types of coaching technologies not listed? If so, we'd like to hear from you! Tweet at us ([@themodernapp](https://twitter.com/themodernapp)) or email us at themodernapp@gmail.com.

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Analytics and Big Data

History Corner



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U.S. Customs and Border
Protection



Nathan Bowling
Wright State University

Note. The views expressed in this paper are those of the authors and do not necessarily reflect the views of U.S. Customs and Border Protection or the U.S. federal government.

John C. Flanagan's Contributions Within and Beyond I-O Psychology

Note. The authors would like to thank Susan Lapham for her valuable comments and suggestions on this paper.

In the SIOP 2015 closing plenary session, President Kozlowski shared his vision of expanding I-O psychology's horizons to other fields, such as education, medicine, and STEM disciplines. One notable example of a historical SIOP figure expanding his or her horizons to other fields is **John C. Flanagan** (Figure 1). This edition of the History Corner discusses Flanagan's career. We begin with a brief biography of Flanagan's life, which is largely drawn from the American Psychological Association (APA; 1977), Clemans (1997), and Freeman (1996).

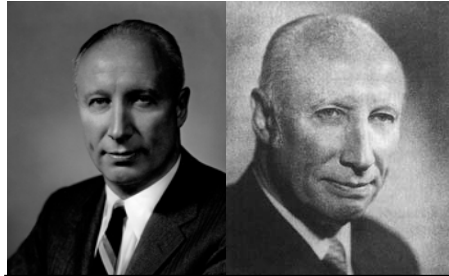


Figure 1. This figure shows two photographs of John C. Flanagan. The left photograph was taken circa 1960 by Fabian Bachrach and was provided by the American Institutes for Research. The right photograph was provided by SIOP.

Biography

John C. Flanagan was born in Armour, South Dakota on January 7, 1906 to a Baptist minister and a schoolteacher. At the age of 3, his family relocated to Washington State, where he spent the rest of his childhood and attended college (APA, 1977). He began his undergraduate education studying electrical engineering and physics but eventually discovered an interest in research on human behavior. After several years working as a high school math teacher, he enrolled in the PhD program in mental measurement at Harvard University, working in Truman Lee Kelley's laboratory. He graduated with a PhD in only 2 years and then began working at the American Council on Education's Cooperative Test Service where he directed a large-scale annual achievement test.

While working at the Cooperative Test Service, Flanagan directed a research project that involved interviewing pilots in the U. S. Army Air Corps.¹ He was later recruited to become a commissioned officer in the Air Corps, a position that led to his most important professional contributions and one that would shape the course of his career. He then became a psychology professor at the University of Pittsburgh and started the American Institutes for Research (AIR). Later in his career he served as president of four divisions of APA, the National Council on Education, and the Psychometric Society. He continued to pursue his interest in developing test batteries as he published two tests that bear his name: the *Flanagan Industrial Tests* (1975) and the *Flanagan Aptitude Classification Tests* (Flanagan, 1957). Flanagan is also one of five SIOP members who won APA's Distinguished Professional Contributions Award (SIOP, 2015). Six years later, he received SIOP's Distinguished Professional Contributions Award. His legacy lives on today as the namesake of the award for the best student SIOP poster.

Army Air Corps

In 1941, Flanagan joined the U. S. Army Air Corps as a commissioned officer. At the time of his recruitment, the U. S. was on the verge of entering World War II and the Army wanted a plan to grow the Army Air Corps. In 1941 there were only 51,000 servicemen in the Air Corps. Aware that the number would have to increase substantially (it swelled to nearly 2.3 million by 1945), the Army knew it needed a team of psychologists to develop a selection system. After enlistment, Flanagan immediately

formed the U. S. Army Air Corps' Aviation Psychology Program and hired a group of 36 psychologists, which eventually grew to approximately 150 psychologists and 1,500 psychology assistants. The group's responsibility was to devise a system to select military recruits and place them into the different positions needed to run an air force (e. g., pilots, copilots, navigators).

To address this challenge, Flanagan proposed a multiple-hurdle assessment strategy (Clemans, 1997; Flanagan, 1946, 1947). His plan, which used an initial qualifying test followed by a more extensive 20-test placement battery, was adopted less than a week after Congress declared war and was operational in less than a month. Enlistees first completed the Army General Classification test (a measure of general mental ability; Jensen, 1998) as an initial screening test. Those who passed the initial screening—approximately half of the 1.25 million who were tested—completed a subsequent battery of 20 psychological tests. This subsequent battery included both “printed tests” (e. g., measures of mechanical reasoning and map reading) and “apparatus tests” (e. g., measures of reaction time and finger dexterity; see Flanagan, 1946, 1947). The scores for this test battery were on a nine-point scale and were the original example of the stanine (or “standard nine”) scale.

Flanagan provided substantial evidence for the validity of this assessment strategy (see Flanagan, 1946, 1947, 1948). In one study, enlistees ($N = 1,143$) were sent to pilot training regardless of their performance on the assessment tests (see Flanagan,

1946). Of note, 42% of these enlistees would normally have been excluded from pilot training due to low assessment scores. Performance on the assessment battery was positively related to successful completion of pilot training and negatively related to involvement in aircraft accidents. This effort was later hailed as “the largest and most successful applied psychology program ever undertaken” (Carter as quoted in Clemans, 1997). It was also credited with “sav[ing] a lot of money and...lives in training” (Clemans, as quoted in Freeman, 1996). Upon leaving the military in 1946, Flanagan was awarded the Legion of Merit for his contribution to the war effort.

American Institutes for Research

At the close of World War II, Flanagan had amassed a large cadre of psychologists in the U. S. Army Air Forces. With combat over, there was a need for them to return to civilian life. Flanagan realized the potential for applying the principles of psychology that were used in the Air Corps to areas outside the military (APA, 1977). So, he decided to create a nonprofit civilian research organization, and he recruited many of his U. S. Army Air Forces colleagues to join him. In 1946, the American Institutes for Research (AIR) was born. Flanagan and his team adopted many of the methods they developed in the military for use in their work at AIR (Flanagan, 1984). Indeed, the work Flanagan’s team conducted developing selection systems for aircrew members was directly relevant to AIR’s first customer, Trans World Airlines, for whom they developed a pilot selection system (AIR, 2015). Other early

projects include job analyses for medical interns, orthopedic surgeons, and police officers, as well as human factors studies, health care studies (e. g., smoking, cancer patients), and selection test development and validation (Flanagan, 1984).

While at AIR, Flanagan also made contributions to the field of medicine. His work at AIR led to the improvement of the validity of licensing examinations for medical doctors and the development of a first-aid training, which was cited as being “especially effective and efficient” (APA, 1977, p. 75). He also led nationwide studies of the quality of life of different age groups of Americans (APA, 1977). Most significant, however, was his work studying individual differences in America’s youth.

Project TALENT²

Planning

In 1956, Flanagan was in the midst of planning one of the largest (if not the largest) empirical psychological studies ever to take place. He wanted to conduct a census of the talent of America’s youth by developing and administering a battery of mental ability and achievement tests, interest inventories, personality tests, and other measures (e. g., home background, activities, future plans). Flanagan originally came up with the idea for Project TALENT many years early. He proposed a similar study to the American Council on Education in 1939; however, the technology that would be needed for scoring and processing the tests and data for such a large study was not yet developed (Susan Lapham, personal com-

munication, November 24, 2015). He was later reminded of the need for such a study while developing one of his test batteries—the *Flanagan Aptitude Classification Tests*—which became a commonly used personnel selection and counseling test. Flanagan was unsatisfied with his efforts to develop norms for the battery, and he came to the realization that one of the best parties to sponsor the development of nationwide norms would be the federal government (Shaycoft, 1977). According to Shaycoft, Flanagan’s reasoning was that once the nationwide norms were established on a wide variety of tests, future test developers could use the Project TALENT tests as anchors for equating to the nationwide norms.³ In addition, the study could identify the correlates of success in learning, high school academics, and college.

Flanagan began his efforts by informally meeting with officials from various federal agencies to gain support for the project (Shaycoft, 1977). Afterward, a working group was formed with representatives from multiple organizations to plan the project (AIR, 2011; Project TALENT, 1960). He finally obtained funding for Project TALENT from the U. S. Office of Education in 1959 (AIR). At that time this type of federal grant could only go to an academic institution, so the money was officially granted to the University of Pittsburgh and then passed through to AIR.

Sampling and Development

Because the timing of Flanagan’s “talent census” was to coincide with the 1960 Census (*New York Times*, 1959), the team

only had 1 year from obtaining funding to launch the project. Work immediately began on forming the sample of respondents and creating the test battery and questionnaires. Flanagan’s team set about inviting a random sample of high schools (including public, private, and religious) to participate in the study. The response rate was overwhelmingly positive: 93% of the invited high schools agreed to participate in the study.

Nearly all of the measures for Project TALENT were custom developed by Flanagan’s team of psychologists (Shaycoft, 1977). These measures can be roughly grouped into seven categories. First, all students took a low-difficulty screening test that was designed to identify students who had cognitive disabilities or were not completing the measures in a diligent fashion. Next, students completed a booklet containing general information questions on 36 topics. These questions can be viewed as measuring crystallized intelligence or achievement. They were developed to assess knowledge that students would not necessarily learn in school and included topics such as farm work and home economics. Afterwards, students completed language aptitude and ability tests covering memory, grammar, punctuation, and reading. Students also completed tests focusing on additional cognitive abilities such as math, perceptual speed and accuracy, reasoning, creativity, and spatial visualization.

In general, these cognitive tests were inspired by the Aircrew Classification Test battery that Flanagan’s team developed during World War II (Flanagan et al., 1962). The data obtained from the cognitive tests

were robust. A recent confirmatory factor analysis indicated that the cognitive tests measure five broad factors (Information, English/Math, Spatial/Reasoning, Mechanical/Science, Speed, and Math) with adequate fit (CFIs were in the .94–.96 range; Major, Johnson, & Deary, 2012). After completing the cognitive tests, students completed a non-cognitive student information blank. This 394-item questionnaire asked students about their families, experiences, health, hobbies, and dreams. A Student Activities Inventory covered personality, which was later shown to have excellent reliability and validity (Pozzebon et al., 2013), leadership, and social skills, and an interest inventory asked if students were interested in various occupations and hobbies.

Administration and the Big Dataset

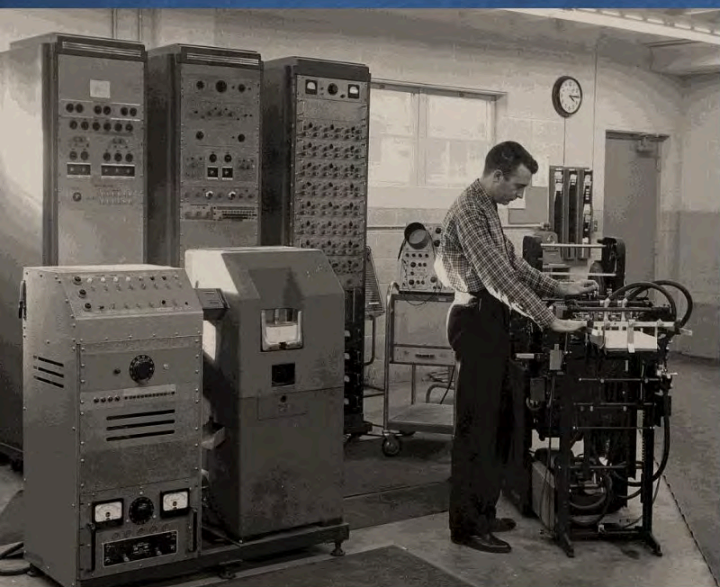
After the measures were developed and the schools were selected, it was time to administer the tests. This is where the size of the project becomes staggering. The measures were administered to approximately 450,000 students⁴ at 1,353 high schools (roughly 5% of the high schools in the United States) over a 4-day period⁵ in classrooms such as the one shown in Figure 2 (Flanagan, 1961; Flanagan, Caludy, Richards, Shaycoft, & Davis, 1970)⁶. The paper-and-pencil materials for the administration consumed “18 freight carloads” (Shaycoft, 1977, pp. 5–13).



Maryland high school students in 1960 take part in Project Talent, AIR’s historic longitudinal study of 400,000 American teens.



Figure 2. A group of students take the Project TALENT test battery at a Catholic high school in Baltimore, MD. Note that the nun in the photograph is wearing a cornette, which was starched cloth head covering worn by the Daughters of Charity until 1964 (Daughters of Charity, n. d. ; Mancuso, 2015). Photo from the collection of Marion Shaycoft and www.projecttalent.org.



John McMillin operating the Project Talent scoring machine, a pioneering invention that processed and stored the 1960 data on 5 million IBM punch cards.

Photo credit: John McMillin



Figure 3. Professors, teaching assistants, and selection practitioners are no doubt familiar with answer-sheet scanning (or “scantron”) machines. This photograph shows an early example of such a machine. This particular machine was custom-built for Project TALENT by a team of computer scientists at the University of Iowa. Photo from the collection of John McMillin and www.projecttalent.org.

After testing, the team was under enormous pressure to quickly process part of the data so that individuals score reports could be mailed back to the schools before the 1960 senior class graduated (AIR, 2011). The nearly 2 million answer sheets first had to be manually inspected and corrected for errors (e. g., incomplete erasures, stray marks) and other issues. A group of part-time clerks were hired to do this work; they were selected using a subset of the Project TALENT tests and were informally known as the “TALENT Laundry” (Shaycoft, 1977, pp. 7-26). In order to process the laundered answer sheets, a team of computer scientists at the University of Iowa created a new computer for scanning them (shown in Figure 3; AIR, 2011). The

new computer converted over 2 million individual answer sheets into 5 million punch cards (the more than 2,000 pieces of information in each student’s record took up 11 cards) that were shipped to the University of Pittsburgh (Flanagan et al., 1964; The 7070 computer, 1961). There another new computer, the IBM 7070, converted the one billion bits of data on the punch cards to nine-track magnetic tape that was over seven miles long (Talent Census, 1962; The 7070 computer; Achorn et al., 2013). The data then moved to a third computer, the IBM 7090 (see Figure 4) on which the data analysis was conducted (Shaycoft). The dataset was so large that many researchers were forced to use random samples of it for their analyses.



Figure 4. Project TALENT relied heavily on the IBM 7070 and 7090 (shown below). These were the supercomputers of the day and represented a significant technological advancement as they used transistors instead of vacuum tubes, which their predecessor models relied upon (IBM, 1960; IBM, 2011). Both computers occupied an entire room and the 7070 required four trucks just to move it (IBM, 2011). The 7090 was also used by NASA (which took the photograph below) and American Airlines (for its SABRE reservations system) and it made a cameo appearance in the movie *Dr. Strangelove* (Kubrick, Southern, & George, 1964). This supercomputer had the equivalent of 147.4 KB of memory and a processor capable of performing 100 KFLOPS (Bailey, 2003). The pocket-sized iPhone 6S has 13,563 to 881,619 times as much memory (2 GB of RAM or up to 130 GB of total memory including its solid state drive; Cunningham, 2015) and its graphics processing unit is 115,200,200 times faster (at 115.2 GFLOPS; Ho, 2015), but alas it cannot run SPSS or R.

Although the score reports were issued on time, it took years to finish merging the data for research purposes and to make tape records for each student.

Data collection for the study did not cease after 1960. A one-year follow-up survey was administered to the graduating class of 1960 in 1961. Because students in all four grades of high school were tested in

1960, this effort continued for 3 additional years. Five and 11-year follow-up surveys were later administered in the 1960s and 1970s. Unfortunately, over time it became difficult to contact the respondents after the 1970s, and additional data collection ceased until AIR conducted a feasibility study in 2009, which revealed that recent advances in technology have made it easier to track participants (Achorn et al., 2013). Consequently, work on a follow-up study is now underway (AIR, 2011).

Findings

Flanagan was an early pioneer of publicly sharing data (Simonsohn, 2012). He made the dataset (American Institutes for Research, 1960a, 1960b) available to researchers on magnetic tapes and to date over 356 publications have been generated from it. In fact, researchers are continuing to use the dataset and AIR staff have worked recently on several grants related to Project TALENT. Research on the dataset led to several interesting findings, some of which were published in Flanagan et al.'s (1964) report, *The American High School Student*. Many of the key findings were shared with the general public and the media was quite supportive of the study. Flanagan's work was the focus of articles in the *New York Times* (*Census of 1960*, 1959) and *Time Magazine* (*Talent Census*, 1962), which hailed him as one of the "nation's top test-makers" (p. 56). In addition, Vice President Lyndon B. Johnson commended the work of the Project TALENT team (see Figure 5).

One key finding was that for tests of achievement/information, the top 25%

of 9th-graders outperformed the average 12th-grade student (Flanagan, 1979). In addition, only 1% of students could produce a 5-minute themed written piece without writing errors and the average 12th-grade student could only comprehend 35% of what he or she read in *Time Magazine*. Corazzini, Dugan, and Grabowski (1972) discovered that family income, not ability, was the best predictor of enrollment in college, especially for those students of average ability. Follow-up studies revealed participants' career choices often conflicted with their interests and abilities. Although participants were most satisfied when they chose a career that matched their interests and abilities, few high school graduates had plans to do so. Recently, Wai, Lubinski, and Benboe (2009) reported that of those Project TALENT participants with a PhD in a science, 45% were in the top stanine on spatial ability. However, current talent searches for STEM positions miss many of these individuals as they focus on math and verbal skills rather than spatial skills.

Another of TALENT's key findings was that students were lacking in individualized support for their education. Specifically, there was a need for greater alignment between the instruction that students receive in school and their career goals (Flanagan, 1967). Flanagan was especially struck by this finding and it led to him to pursue a new project: Project PLAN.

Project PLAN

Flanagan developed a computer-assisted instructional program for educating stu-



THE VICE PRESIDENT
WASHINGTON

March 19, 1962

Dear John:

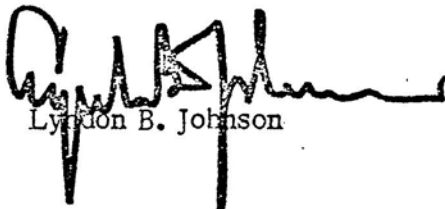
Thank you so much for sending me a copy of the first volume in your study of the talents of American Youth.

It would be difficult to think of a more worthwhile undertaking than your efforts to assure that the best use is made of our nation's most valuable resource.

Congratulations on being a part of this wonderful project, and I hope you will continue to keep me advised on the progress of your work.

Kindest regards and all good wishes.

Sincerely yours,



Lyndon B. Johnson

Dr. John T. Dailey
1808 Adams Mill Road, N.W.
Washington, D.C.

Figure 5. Letter from Vice President Lyndon B. Johnson commending the work of the Project TALENT team.

dents in grades 1 through 12. This effort was known as Project PLAN—Program for Learning in Accordance with Needs. AIR launched Project PLAN in 1967, with funding from the Westinghouse Learning Corporation. The project used placement tests to frequently assess each student's needs within multiple academic areas (Flanagan, 1968; Freeman, 1996). This information was used as the basis to continuously modify the student's academic program, thus creating an education program tailored to each student. In many ways this project was ahead of its time as the modifications to each student's academic program were managed by a central computer system. In addition, a lack of available computer technological and logistical issues prevented the project from making the huge impact that it could possibly have made today.

Critical Incidents

Perhaps Flanagan's most lasting impact in I-O psychology was his creation of the critical incidents methodology. In this approach, a job analyst collects descriptions of employees' on-the-job behaviors. The descriptions include a statement of the antecedents of the situation, the behavior itself, and the consequences of the behavior. Typically, the critical incidents represent examples of low or high performance. Flanagan and his colleagues spent nearly a decade developing and refining this methodology, culminating in his 1954 *Psychological Bulletin* article, which was labeled as one of "the most important personnel selection milestones of the past 60 years" in the *Annual Review of Psychology* (Dunnette & Borman, 1979).

Work on critical incidents began in an attempt to understand why, in less than a year, nearly 1,000 pilots had failed pilot training in the U. S. Army Air Corps during World War II. When a pilot was in the process of being removed from training, his case went before an elimination board. One of Flanagan's staff members reviewed the written proceedings from this board to identify specific behaviors that were related to failures. The second critical incident study examined "Group Mission" reports of bombing runs and identified possible reasons for bombing failures. Both studies led to changes in the selection system for the U. S. Army Air Forces. Over time, the critical incident approach was used experimentally for leadership positions, spatial disorientation while flying, flying in general, commercial airline pilots, laboratory scientists, air traffic controllers, plant workers at General Motors, and dentists. In his 1954 article, Flanagan presented a sample critical incident collection protocol, which looks much like those used today. It asked "What were the general circumstances leading up to the incident," "What [did] this person [do] that was so helpful at the time," and "Why was this so helpful in getting your group's job done?" (Flanagan, 1954, p. 342). It also made inquiries about tenure, age, and time at which the incident occurred; these items are less commonly collected today.

Flanagan later expanded the critical incidents methodology to use in employee performance appraisals at General Motors (Flanagan & Burns, 1955). Foremen were asked to record critical incidents concerning their employees on a daily basis and

the incidents were used as the basis for the employee's performance appraisal. Focusing on factual events (i. e., critical incidents) as opposed to general impressions (e. g., ratings on a multipoint rating scale) led to better acceptance of the performance appraisal. Asking foremen to record the critical incidents on a daily basis led to a larger quantity of incidents, as corroborated by a field experiment.

Conclusion

John Flanagan is perhaps best known among SIOP members for his significant contributions to I-O psychology (e. g., creating the critical incidents methodology, pioneering the development of aviation selection systems, founding AIR). However, his contributions outside of I-O psychology—particularly his work with Project TALENT—were equally immense. In many ways, his ideas were well ahead of his time. He encouraged data sharing and pioneered the use of computer-assisted learning in the 1960s. He adapted applied psychology in new nonwork settings and he helped to “grow-I-O” (Allen, Behrend, Bell, & Smoak, 2014) by founding large teams of I-O psychologists in the Air Force and AIR. We hope that Flanagan's story will encourage future I-O psychologists to apply their ideas in diverse settings, to be creative in the application of technology, and to expand our field.

Notes

¹ At this time, what is now the U. S. Air Force was still technically under control of the U. S. Army. From 1926 until 1941 it was known as

the U. S. Army Air Corps and from 1941 until 1947 it was known as the U. S. Army Air Forces.

² Although the word TALENT appears in all caps, it does not stand for anything; desiring to have a name for the project that would easily roll off the tongues of the general public, the project team came up with the phrase “Project TALENT” (Shaycoft, 1977). Indeed, in the acronym list on the last page of her historical account of Project TALENT, Shaycoft states that TALENT is “Not an acronym!” (p. 274).

³ According to Shaycoft (1977), Flanagan was partly inspired by Herbert Toops, who (25 years before) suggested creating norms on a nationwide sample of 1 million individuals. Flanagan “settled” for half of that figure.

⁴ Including rock stars Janis Joplin and Jim Morrison.

⁵ The testing lasted the equivalent of 2 full schooldays; however, most schools decided to spread out the testing over 4 days (Susan Lapham, personal communication, November 24, 2015).

⁶ The sample size seems quite large, given what is known about power analysis. The research team decided to generate such a large sample so that, after the follow-up studies were conducted, they would yield enough students who entered specialty occupations such as mathematician, nuclear physicist, and so forth. In addition, they anticipated conducting multiple breakout analyses (Flanagan et al., 1962).

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Practitioner Professional Development: Results From the 2015 Practitioner Needs Survey

Meredith Ferro
PDRI, a CEB Company

Ben Porr
Federal Management Partners

Ted Axton
HR Avatar, Inc.

Soner Dumani
American Institutes for Research

Introduction

In the July 2015 *TIP*, the SIOP Professional Practice Committee (PPC) presented the first of a series of articles reporting the results of the 2015 Practitioner Needs Survey that the PPC conducted between March and April 2015. The objective of the survey was to gather information about current needs of I-O practitioners to provide insights to SIOP leadership and committees (e.g., PPC, Licensure, Visibility) about developing future initiatives. In addition, the survey was designed to collect information that could be directly compared to the results of the 2008 Practitioner Needs Survey in order to examine progress on issues identified in 2008.

This article focuses on I-O practitioners' professional development needs identified in the 2015 survey results. In 2008, Silzer and colleagues reported that when asked about satisfaction with "SIOP support for advancing your I-O practice career," full-time practitioners had a mean satisfaction

rating of $M = 2.77$ (five-point scale where 5 = *very satisfied*). The 2015 results indicate that full-time practitioners have the same level of satisfaction on this item in 2015 ($M = 2.77$), despite several practitioner development-related initiatives that were implemented after the 2008 survey (e.g., Speed Mentoring/Group Mentoring, Webinars, Careers Study). Therefore, it is important to examine current practitioner needs and use that information to shape our practitioner outreach agenda so we can better support the specific needs of those who are implementing I-O science in the workplace. In this article we report on (a) resources practitioners currently use to gain professional knowledge and skills, (b) perceived value of activities that SIOP could provide to help practitioner development, and (c) perceived value of knowledge and skill training in specific topic areas.

Survey Respondents

A total of 469 valid responses were obtained from the 2015 survey; which reflects

a response rate of 10% across the SIOP membership (the 2008 survey received 1,005 responses; which was a response rate of 36%). Detailed information on the characteristics of the respondent population is provided in the July 2015 *TIP* article. To compare the 2015 and 2008 results, we grouped respondents using the same “practitioner categories” used in analyzing and reporting the 2008 data. Each respondent was grouped into a practitioner category based on the amount of time the respondent indicated he or she devotes to being an internal or external practitioner (as opposed to an educator, scientist/researcher, or other):

- *Full-time practitioners* devote 70% or more of their time to practice
- *Part-time practitioners* devote 21–69% of their time to practice
- *Occasional practitioners* devote 1–20% of their time to practice
- *Nonpractitioners* do not devote any time (0%) to practice

Similar to 2008, most 2015 survey respondents were designated as full-time practitioners (see Table 1).

Professional Resources Used

To identify the professional resources currently used by practitioners, respondents were asked, “Which of these resources did you actually use in the last 12 months to gain professional knowledge and skills?” Thirteen resources were listed as response options, and respondents were asked to *check all that apply*. As shown in Figure 1, over 50% of survey respondents in all practitioner categories indicated they use the following resources:

- Website/online resources
- Articles (both nonresearch I-O and business management or HR)
- Professional conferences
- Books (psychology, SIOP published)
- Research articles

This suggests that reference information (e.g., website/online sources, articles and publications, books) and professional conferences are among the most valued resources.

Comparing results among the categories indicates that full-time practitioners and part-time practitioners tend to use similar resources, but full-time practitioners make more use of their professional I-O networks and use slightly more of the non-I-O

Table 1
SIOP Practitioner Needs Survey Respondents by Practitioner Category

	<i>N</i>	Percent of 2015 sample	Percent of 2008 sample
Full-time practitioner	340	72%	61%
Part-time practitioner	55	12%	10%
Occasional practitioner	35	8%	19%
Nonpractitioner	39	8%	10%
Total	469	100%	100%

Resources Used for Professional Development

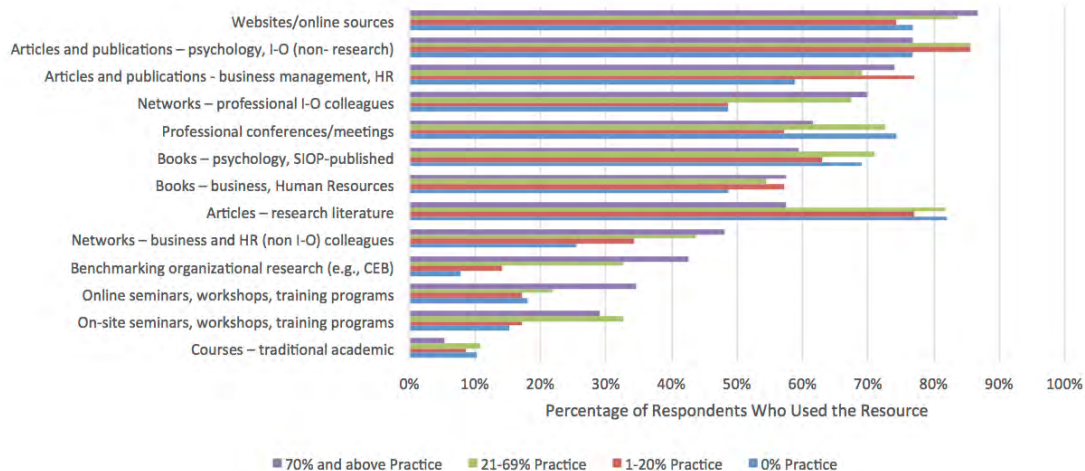


Figure 1. Resources Used for Professional Development by SIOP Professionals

business and HR resources (e.g., articles, networking, books, benchmark data) than those in the part-time practitioner category. Interestingly, part-time practitioners make use of research articles, I-O books and nonresearch articles, and professional conferences more so than full-time colleagues. Nonpractitioners report similar levels of usage as full-time practitioners for many resources (e.g., websites/online sources, networking, books, articles); attend professional conferences and meetings at a higher frequency; and use seminars, workshops, and training programs at a lower frequency than full-time practitioners. The resources used by few respondents in all practitioner categories were traditional academic courses and seminars, workshops, and training programs (online and on site). Potential factors in the more limited use of workshops, seminars, and training programs could be the cost associated with these types of resources and the time away from work that those opportunities may require.

In comparing the results to 2008 (see Figure 2 from Silzer, Cober, Erickson, & Robinson, 2008b), the findings are almost identical. Some of the rank ordering changed, but website/online sources was the most used resource and traditional academic courses were used the least. Psychology and I-O (non-research) articles exhibited the biggest jump in terms of rank order, which may be the result of SIOP focusing on more practical articles in *TIP* and through the white paper series. One puzzling difference is that usage percentages in 2015 are slightly lower overall than what was found in the 2008 results.

Professional Development Activities and Services

To identify activities and services that practitioners would most like to see SIOP provide, respondents were asked, “How valuable would each of these activities be to I-O Practitioner Development if SIOP

What resources were used in last 12 months to gain Professional knowledge / skills?

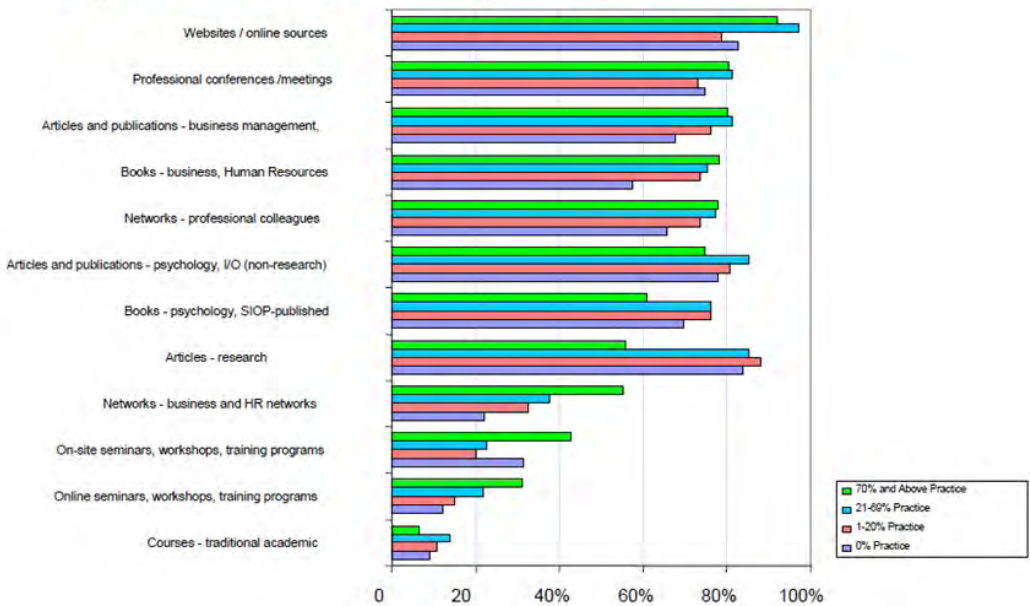


Figure 2. 2008 Resources Used Chart (Silzer et al., 2008b)

provided them (assume that they would be high quality and low cost)?” Participants were asked to indicate whether each of the potential SIOP activities/services listed would be *highly valuable*, *valuable*, or *not valuable*. The response options included 18 activities/services that were drawn from those offered in the 2008 survey yet modified to remove three items that have already been undertaken since 2008 (e.g., make I-O research and reference materials more readily available) and to add one item (provide structure/resources for forming and maintaining local I-O groups).

Results for those in the full-time practitioner category are presented in Figure 3. Almost all of the activities were rated as highly valuable or valuable by most full-time respondents. The greatest value was

assigned to information-related resources that could be provided by SIOP. These included resources such as benchmarking survey results and other opportunities to share best practices, a practitioner journal, more online resources, article and book summaries, advanced workshops, and standards for practice and practitioners. Activities not rated as highly were providing additional writing opportunities, practice discussion list sharing, and virtual online forums.

In comparing responses by practitioner category (see Table 2), providing more online resources is perceived as the most valuable service that SIOP can provide for all categories except the part-time practitioners, who rated it as less valuable than others (ranked 4th in that category). Providing a practitioner journal or newsletter and providing article

Developmental Activities (Full-Time Practitioners)

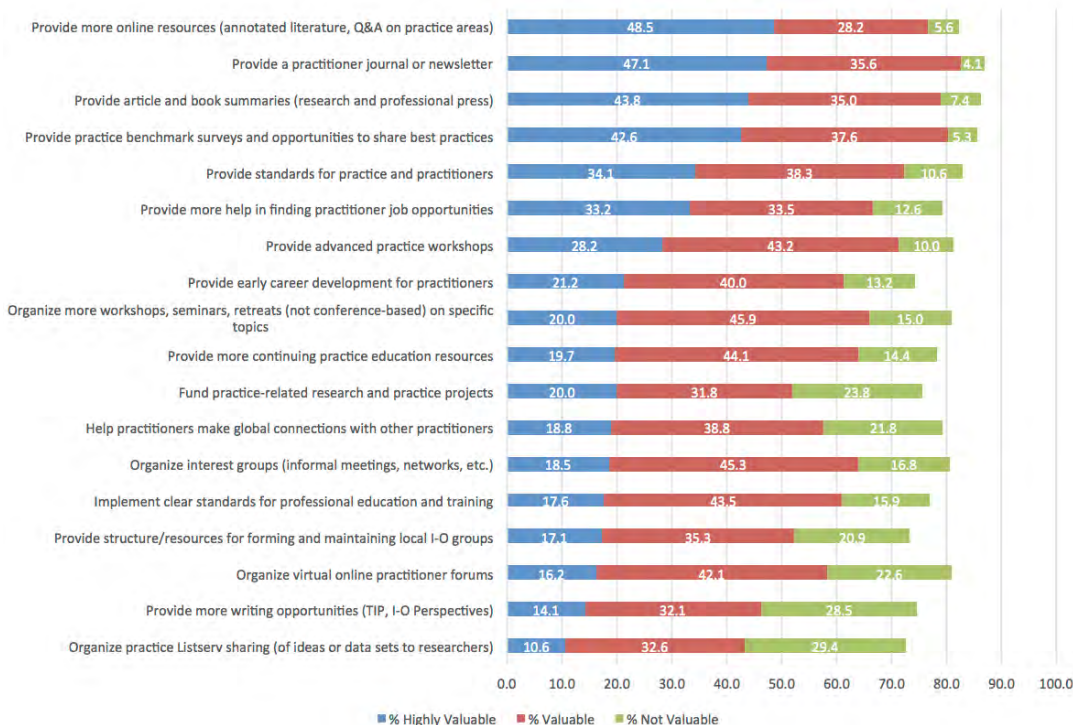


Figure 3. Developmental Activities Desired by Full-Time Practitioners

Note. Totals do not equal 100% because some respondents did not respond to all items.

and book summaries both ranked in the top five for full-time, part-time, and occasional practitioners, but nonpractitioners rated these items as less valuable. Other activities or services vary in their rankings across the categories, but commonly valued items include more help in finding practitioner job opportunities, practice benchmark surveys and opportunities to share best practices, and providing standards for practice and practitioners. Items that were unique to a category included full-time practitioners desiring more workshops, seminars, and retreats; and nonpractitioners reporting a need for help in making global connections with other practitioners and help maintaining local I-O groups. We noted that

although practice workshops are among the lowest used resource by practitioners, both the full-time practitioners and part-time practitioners perceive that having more advanced practice workshops would be valuable. perhaps examining what type of format, cost, and timing is most feasible for practitioners to attend workshops would be an important follow-on activity if SIOP pursues offering more of these opportunities in the future. Several open-ended responses specifically requested virtual formats for these types of workshop opportunities:

- *“Although I would find workshops, seminars, retreats on specific topics very helpful, I would have a strong*

Table 2

Rank Order of the Value of Developmental Activities for Each Practitioner Category

Rank	Full-time practitioner (70% and above)	Part-time practitioner (21- 69%)	Occasional practitioners (1-20%)	Nonpractitioners 0%
1	More online resources	Practitioner journal or newsletter	More online resources	More online resources
2	Practitioner journal or newsletter	More help in finding practitioner job opportunities	Early career development for practitioners	Implement clear standards for professional education and training
3	Practice benchmark surveys/opportunities to share best practices	Article and book summaries	Practitioner journal or newsletter	Standards for practice and practitioners
4	Article and book summaries	More online resources	Article and book summaries	Early career development for practitioners
5	Standards for practice and practitioners	Advanced practice workshops	Practice benchmark surveys/opportunities to share best practices	More help in finding practitioner job opportunities
6	More help in finding practitioner job opportunities	Early career development for practitioners	Implement clear standards for professional education and training	Article and book summaries
7	Advanced practice workshops	Implement clear standards for professional education and training	Fund practice-related research and practice projects	Fund practice-related research and practice projects
8	Early career development for practitioners	Fund practice-related research and practice projects	Standards for practice and practitioners	Practitioner journal or newsletter
9	More continuing practice education resources	Standards for practice and practitioners	More continuing practice education resources	Help practitioners make global connections
10	Organize workshops, seminars, retreats	Practice benchmark surveys/opportunities to share best practices	More help in finding practitioner job opportunities	Structure/resources for forming and maintaining local I-O groups

preference for a virtual format."

- *"I really like the idea of virtual ways to get connected with others and have presentations on key topics"*

A one-way ANOVA was used to examine whether there were significant differences between the four groups on desired activities. Results are presented in Table 3. Post hoc Tukey HSD analyses revealed that all significant differences between groups were between full-time practitioners and one of the other categories. Nonpractitioners viewed *implementing clear standards for professional education and training* significantly more valuable than full-time practitioners; full-time practitioners rated *provide online resources* as significantly more valuable than part-time

practitioners; occasional practitioners rated *organizing a practice listserv* as significantly more valuable than full-time practitioners; and *benchmark surveys and opportunities* were more valued by full-time practitioners than part-time practitioners.

The open-ended comments associated with this item provided additional suggestions for activities or services that could be valuable, such as certificate programs on various topics, updates on media associated with I-O in the business world, a forum for practitioners to submit research topics or questions to academics, organized activities to do pro-bono work, and summary notes on SIOP conference sessions for those who could not attend.

Table 3

One-Way ANOVA for Average Value Ratings of Professional Development Activities Across Practitioner Categories

	ANOVA				
	Practitioner category				F
	Full-time (70%+)	Part-time (21-69%)	Occasional (1-20%)	Non 0%	
Provide more online resources (annotated literature, Q&A on practice areas)	2.52	2.27	2.41	2.60	2.66*
Provide a practitioner journal or newsletter	2.49	2.37	2.36	2.28	1.61
Provide article and book summaries (research and professional press)	2.42	2.28	2.35	2.36	0.77
Provide practice benchmark surveys and opportunities to share best practices	2.44	2.15	2.34	2.18	4.16**
Provide standards for practice and practitioners	2.28	2.17	2.28	2.42	0.82
Provide more help in finding practitioner job opportunities	2.26	2.30	2.26	2.38	0.21
Provide advanced practice workshops	2.22	2.25	2.12	2.09	0.49
Provide early career development for practitioners	2.11	2.23	2.37	2.40	2.77*
Organize more workshops, seminars, retreats (not conference-based) on specific topics	2.06	1.91	1.85	2.13	1.53
Provide more continuing practice education resources	2.07	2.09	2.26	2.09	0.58
Fund practice-related research and practice projects	1.95	2.18	2.28	2.31	3.52*
Help practitioners make global connections with other practitioners	1.96	2.02	2.19	2.23	1.81
Organize interest groups (informal meetings, networks, etc.)	2.02	2.00	2.12	2.04	0.19
Implement clear standards for professional education and training	2.02	2.21	2.33	2.44	4.98**
Provide structure/resources for forming and maintaining local I-O groups	1.95	2.05	2.17	2.22	1.62
Organize virtual online practitioner forums	1.92	1.91	2.07	2.05	0.60
Provide more writing opportunities (TIP, I-O Perspectives)	1.81	2.10	1.76	1.95	2.13
Organize practice Listserv sharing (of ideas or data sets to researchers)	1.74	1.91	2.20	2.00	4.68**

Rating scale: 1 = not valuable, 2 = valuable, 3 = highly valuable. Differences between practitioner categories were tested using one-way ANOVA and Tukey's HSD. * $p < .05$, ** $p < .01$.

- *“SIOP should create their own [coaching certificate] or partner with existing organizations in some way (e.g., International Coach Federation).”*
- *“Certificate programs. For example, I have a certificate earned from the Family Firm Institute...I’d rather it be from SIOP.”*
- *“News updates regarding status, prestige, or awareness of I-O in the general community, including true or false perceptions in the media or business world.”*
- *“Discussions between academic and practitioner side to help guide future research and utilize existing research—maybe through structured online meetings.”*
- *“it would benefit both practitioners and researchers if practitioners could submit research questions they want answered”*
- *“Organized opportunities to do more pro-bono practitioner-oriented work.”*
- *“disseminating ideas from SIOP events... one of my co-panelists for an upcoming session in Philadelphia suggested that we put together slides and notes with a view toward interested I-Os who will not attend our session.”*

Knowledge and Skills Training Needs

The specific knowledge and skills that practitioners would like help developing were addressed by asking, *“How valuable would knowledge or skills training in these areas be to your professional development if SIOP provided them?”* Results highlighting the areas rated as most to least valuable by full-time practitioners are depicted in Figure 4. We calculated mean scores for each area

within each practitioner category and the top 10 knowledge and skill areas are rank ordered from most valuable to least valuable within each practitioner category in Table 3.

The top three areas most frequently identified as highly valuable by full-time practitioners (presenting data persuasively/showing ROI; analytics and big data skills; and strategic thinking and planning skills) point to practitioners needing the knowledge and skills to identify and clearly communicate meaningful and impactful results to an organization, and then provide consulting on how the organization should use that information moving forward. Table 4 shows that full-time practitioners are not the only ones prioritizing this set of knowledge and skills. Part-time practitioners and occasional practitioners also had presenting data/showing ROI and analytics/big data as their top two areas of most value. The rank order of other topics varied, but common areas identified across practitioner categories also included organizational assessment/program evaluation, consulting skills, I-O technical knowledge and skills, and coaching skills.

Results from a one-way ANOVA indicate there were significant differences in the perceived value of training areas between practitioner categories on three items: strategic skills ($F(3,374) = 3.12, p = .03$); research skills ($F(3,378) = 8.73, p = .00$); and teaching skills ($F(3,371) = 8.25, p = .00$). Post-hoc analyses using Tukey HSD for these items indicated that the mean score (where 1 = *not valuable*, 2 = *valuable*, 3 = *highly valuable*) on strategic skills for full-time practitioners ($M = 2.29, SD = .73$) differed significantly from part-time practi-

Value of Professional Knowledge and Skill Training (Full-Time Practitioners)

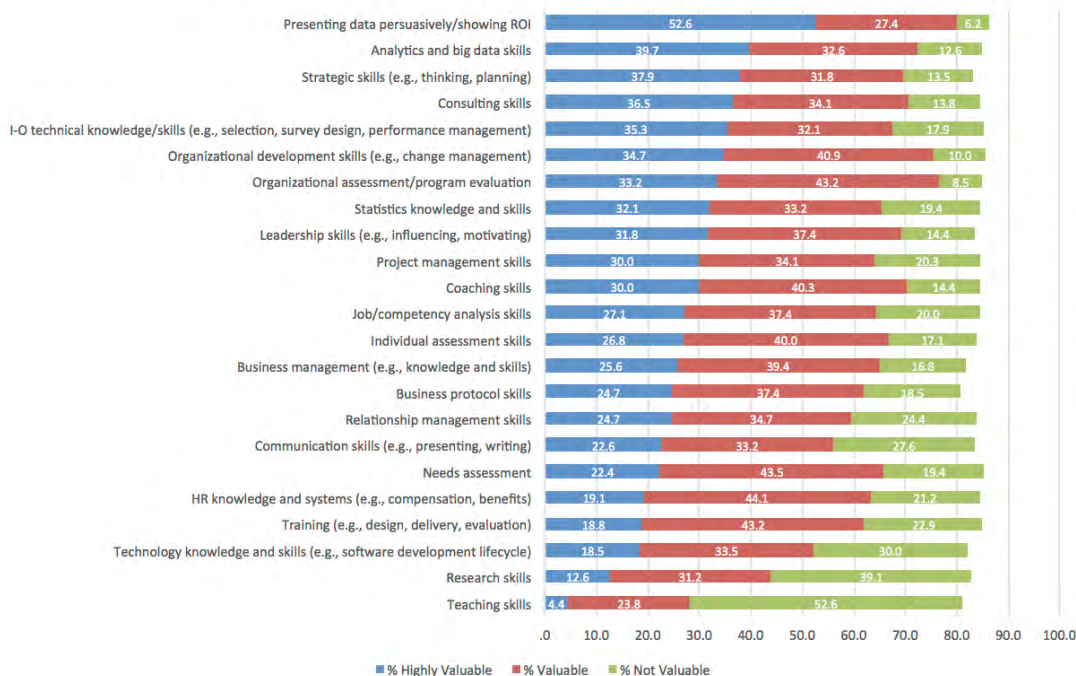


Figure 4. Value of Professional Knowledge and Skill Training as Reported by Full-Time Practitioners

tioners ($M = 1.98$, $SD = .80$) at $p < .05$. For research skills, full-time practitioners ($M = 1.68$, $SD = .72$) differed significantly from occasional practitioners ($M = 2.20$, $SD = .65$) and nonpractitioners ($M = 2.24$, $SD = .74$) at $p < .01$. Full-time practitioners ($M = 1.40$, $SD = .59$) and nonpractitioners ($M = 1.96$, $SD = .85$) also differed on the perceived value of teaching skills ($p < .01$).

Comparing the results for all training areas to 2008, it appears that needs have changed in terms of the highest priority areas. Presenting data/ROI and analytics/big data were not included on the response options list in 2008, but clearly those areas have jumped to the forefront in the minds of I-Os in recent years. Orga-

nizational assessment/program evaluation was a common topic in the top five for all categories in 2008, and strategic skills, consulting skills, and coaching were all commonly identified as highly valuable.

SIOP can use these results to ensure that the top-rated knowledge and skills areas are addressed in any ongoing or future programs and initiatives, so as to significantly impact the professional development of its members and, ultimately, help its members provide organizations with value that will make I-O a more visible, driving force in the business world. The open-ended comments for this item pointed to several additional areas that should be considered as SIOP prioritizes knowledge and skill areas to focus

Table 4

Rank Order of the Value of Professional Knowledge and Skill Training for Each Practitioner Category

Rank	Full-time practitioner (70% and above)	Part-time practitioner (21-69%)	Occasional practitioners (1-20%)	Nonpractitioners 0%
1	Presenting data/ showing ROI	Presenting data/ showing ROI	Analytics & Big Data	Presenting data/ showing ROI
2	Analytics & Big Data	Analytics & Big Data	Presenting data/ showing ROI	Statistics
3	Strategic skills	Statistics	Consulting skills	Research skills
4	Org assessment/ program evaluation	Organizational development	Business protocol	Leadership skills
5	Organizational development	Org assessment/ program evaluation	Statistics	I-O technical knowledge & skills
6	Consulting skills	Consulting skills	Business management	Job analysis
7	Leadership skills	I-O technical knowledge & skills	I-O technical knowledge & skills	Org assessment/ program evaluation
8	I-O technical knowledge & skills	Coaching skills	Org assessment/ program evaluation	Analytics & Big Data
9	Coaching skills	Business protocol	Research skills	Strategic skills
10	Statistics	Technology	Coaching skills	Individual assessment

on over the next few years, including business management and business financials, how to work with other business functions such as IT, cross-cultural issues, conflict management and resolution skills, business development skills, and presentation skills. Sample comments are provided below:

- *“Anything to do with how businesses run; all the things we skip in our I-O education. Internally, we compete with MBAs for jobs”*
- *“Basic information on business financials (e.g., P&Ls, cash-flow, revenue).”*
- *“Build bridges to finance, IT, other corporate functions (i.e., placing I-O initiatives into the context of the business).”*
- *“Information about the perspectives of organizational leaders, common constraints and considerations of HR departments, and the typical functions or departments (including legal) that consultants interact with would be helpful”*
- *“Business development for budding consultants”*

- *“Some of the important external consultant skills (effective presentation skills/executive presence) are developed over time, but perhaps there are some opportunities to offer a toast-masters sort of program”*
- *“Cross-cultural training for practitioners.”*

Conclusions and Recommendations

Based on the 2015 survey results related to practitioner development needs, practitioners want to be up-to-date on I-O findings and best practices that can be applied to their work, but they may have limited time and resources to engage in effortful searches or attend traditional workshops and seminars. The PPC currently supports the development of a number of resources such as miniwebinars, white papers, and practical articles in *TIP* that should be promoted and enhanced. Yet, there is opportunity to find other, practical ways to share information such as article summaries. One

suggestion is to explore having practice groups collect and disseminate summaries, articles, and relevant findings on topic areas throughout the year that are geared toward the application of our science to work (e.g., succession management, workforce planning, analytics). Another idea is to explore the best methods for providing, or pointing practitioners to, resources that benchmark application of I-O best practices.

Another common theme for practitioners appears to be the need for SIOP to support practitioners' ability to understand and influence organizations in an impactful way. For example, presenting data and showing ROI is an area where most practitioners desire more knowledge, and many respondents commented on the need for I-Os to understand how to operate in a business environment. The PPC's efforts around developing the business acumen competency model is a starting place in terms of identifying what practitioners need to know in this area, but it is clear that practitioners will be clamoring for the follow-on initiatives that stem from completing this model. In addition, training on organizational assessments/program evaluation and helping practitioners enhance their strategic skills and consulting skills will facilitate practitioners' ability to add value to organizations in a tangible way and make I-O practitioners a desired asset in the business world.

There are a number of other commonly desired activities, services, and training areas highlighted in the results. The PPC and other SIOP committees can compare their current

initiatives to the expressed needs of practitioners and evaluate how to enhance efforts that are already underway or begin new efforts that will address the highest priority items identified through this survey effort.

Next Steps

As next steps, the PPC will provide the complete technical report on the 2015 survey results to the SIOP Executive Board and will write two more *TIP* columns to share summaries of the results more broadly with the SIOP membership. Our next article will focus on practitioners' research priorities for supporting effective organizational practice and practitioners' perceptions of activities that are needed to better promote I-O psychology practice. The final article will provide survey results related to licensing issues. We welcome any feedback or questions you may have about the survey results and look forward to working with SIOP members and leaders as the PPC shapes its future agenda.

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Six Career Lessons From Two Completely Adequate I-O Psychologists

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FEATURE

In nearly every issue of *The Industrial-Organizational Psychologist* (*TIP*) there are interviews and articles about the well-known and highly successful in our field. Aguinis and O'Boyle (2014) refer to them as "star performers." These star performers offer wise career advice and amaze us with astute observations. Let's be honest, though. What worked for them is unlikely to work for us mere mortals. *TIP* may continue to focus on advice from and for the "best," but this article offers a brief respite giving real advice for the "rest" (O'Boyle & Aguinis, 2012).

For far too long, the completely adequate have been ignored by *TIP*. We are the cogs in I-O industrial complex. No, we didn't invent Donkey Kong, Mario Brothers, and Legend of Zelda like Aguinis and O'Boyle's (2014) star performer Shigeru Miyamoto. We didn't develop meta-analysis or the Likert scale. We are the unheralded who day in and day out do our job. But, our leaders now proclaim just doing your job isn't good enough any longer. What we don't understand is if we are required to do something other than our job, doesn't it then become part of our jobs? Regardless of that issue, this article isn't for the stars or the superiors, it is for, well we guess, the proud posteriors of our chosen field. In this article we proudly represent those poste-

riors to the best of our adequate abilities. Unlike Lake Wobegon where all the children are above average, we all can't be in the long right-side, heavy tail of performance. Rather, the vast majority of us are in the stacked up bunch on the left side.

You may ask yourself, "What makes these two unknowns qualified to represent me?" For one, we have a long track record of mediocre results in all aspects of our lives to back up our claim of *adequity*.¹ Just to be sure, though, we checked with our wives, both I-O psychologists, who confirmed that there is absolutely nothing special about us. With this, we feel we are up to the task at hand.

Below we humbly offer lessons based on our passable careers that may help you as well. The first lesson involves a mutual co-worker we had. The next five lessons come from "ah-ha" work experiences that we individually have had. Thus, we do switch between "we" and "I" throughout this article. The use of such pronouns also serves to protect the identity of the innocent, the less than innocent, and the utterly outright guilty. Our shared wisdom comes from our combined eight college degrees, 34 years I-O work experience, and 65 years of total work experience. Amazingly, we have managed to learn only six simple lessons.

1. The most important things about being an I-O psychologist are not learned in school

We had a coworker who would give just-hired new PhDs an unusual task during their first week. He would sit them down in his office and say something along these lines. “What I am going to give you will seem like it is way below you. Here is a book that we need to order for the XYZ project. I would like you to order it for me. I recommend starting with our admin assistant ABC.” The newly minted PhD would walk away. We have no idea what was going on in his or her mind, but it was probably that it would be completed within an hour. Two weeks later the new PhD would come back to our coworker saying that the book was finally ordered and this was the most enlightening task that they had ever been given.

Although graduate school can teach you a lot of things, the really important things like how to get anything done in an organization can only be learned on the job. One must learn the particular and peculiar ins and outs of an organization: how to jump through hoops, more importantly what hoops to jump through and what hoops to go around, organizational and project billing codes, bureaucratic red tape, and individual personalities of people you need to rely on to get stuff done.

2. Graciously accept praise and awards (even if you feel like you don’t deserve it)

Every year between September 1 and December 15, the Combined Federal Campaign (CFC) shakedown occurs. This voluntary campaign, which is closely

watched by agency leaders, allows federal workers to have money directly drawn from their check and donated to organizations of their choice. During my first year in the government I was the lucky selectee to represent my organization for the CFC. Even though I didn’t know what this *very* special task involved, I had a hunch it wasn’t the great honor my supervisor presented it as. After a couple of days I asked when I would get more information. “Someone” would contact me, I was told. A week later I asked again. This time I got a name. I sent an email introducing myself saying I was anxious to get started on this exciting assignment. Another week went by and no reply, no information. Next, I called and left a voice message. This continued for several weeks, but nada, zip, zilch came back.

While my efforts were being ignored, the agency put up gigantic thermometers in the lobby showing each organization’s contributions. Every morning I would walk past those mocking thermometers. All the other organizations’ contributions were rising while my organization remained in the red bulb at the bottom. I reluctantly told my supervisor that I was still unable to get any information from the POC (point of contact). He knew exactly where the guy sat and walked me over. Empty desk. I left a hand-written note. Nothing came back.

I could go on, but I never got in contact with the POC and did nothing for the CFC. This was my first real professional job and I thought I was doomed. I was assigned this important task and did nothing. I was afraid—really afraid. That fear, however, was replaced by confusion when my su-

pervisor walked into my cube and gave me a team award certificate for my CFC work. It even involved cash! What I learned from that experience is to graciously accept praise—especially if it involves cash—even if it is undeserved. Later I came to realize that awards serve many functions in an organization, some of them legitimate and others simply for appearance's sake.

I am sure there's another lesson to be learned about how well performance management works (even in an organization staffed entirely by performance experts), but that would be another lesson and I don't want to overachieve.

3. Packaging can be just as important as content

The agency I was working at had been successfully using OPM's leadership competency model (Eyde, Gregory, Muldrow, & Mergen, 1999) for leadership development. This model contains 28 competencies. One day, as often happens, a key senior leader decided that there were "too many competencies." Hence, a tiger team was immediately established to ferociously attack this competency crisis. This tiger team was composed of senior leaders from across the agency. Included on the team was one of the agency's I-O psychologists (not one of the authors). After several months of meetings, the group came up with the new and *improved* competency model. It was heralded across the agency and presented as a best practice.

The new model only had four competencies—85% fewer competencies! Hence,

mission accomplished. However, each of these four competencies had seven "behaviors" listed under it. Ironically, these 28 behaviors happened to be identical to the 28 OPM leadership competencies. The imaginary problem had been brilliantly solved with an imaginary solution. I innocently mentioned that this really wasn't an improvement or simplification as the model went from one level with 28 competencies to a model with two levels, four competencies, and 28 behaviors. The reply was, "But the new model only had four competencies." This was the point where I understood how Rob Reiner felt while interviewing Nigel Tufnel in his guitar vault.²

I learned to come to terms with the fact that packaging can be just as important as content if you want buy-in. Whereas we think in terms of rigor, validity, and utility, many times perception is what those in charge value. If you want your great ideas to be accepted, make sure you understand what your customer wants to see and frame your work to meet those expectations.

4. No task is ever below you (and a lot of your contributions to the organization will have absolutely nothing to do with I-O psychology)

After heavy rains over numerous days, my work building flooded. There was over eight feet of water in the basement. Obviously, there were significant problems because of this, such as the electricity and HVAC systems not working, and the building was closed. However, over the course of the next few weeks, temporary office

space was found for workers. As a supervisor I won the lottery and was one of two lucky people from a division of over 100 who was given authorization to enter the building throughout the closure. I spent many summer days in the heat and humidity climbing the stairs to the sixth floor in a suit to get files and computers.

One day, I got a call telling me to report to the building immediately. I asked why, but my supervisor didn't know. It was just important that I get there as soon as possible, which was strange because if it was that important it seemed like he would know the reason. Still without knowing why, I went to the building and to the check-in point where I was greeted by the building manager. She knew me well by then. I said to her that I was told to come in, but I wasn't told why. She informed me that there was a nasty rotten smell in our office area. I was not surprised by this, as many people had food in their desks or small refrigerators that had not been cleaned out. As I headed to the stairs, the building manager held out a pair of latex gloves for me to take. I asked what they were for. Apparently, the week before an exterminator was called in, as rats find unoccupied buildings with food lying around a pleasant place to live. The exterminator used a variety of methods including poison. The building manager then explained that my special task was to search our work area and deal with any "issues."

I reluctantly climbed the stairs and started my search through the uninhabitable building in the stagnant sticky air. Fortunately, I didn't find any rats. However, I learned that

no task is ever below you, and sometimes you are asked to do some strange non-I-O things to help the organization.

5. Never serve on a university committee that could use your expertise

This one is for the academics, but we are sure that others will understand it as well. A while back I was serving on a university committee that was looking at the results of the well-known National Survey of Student Engagement, or NSSE as it is commonly called. The committee chair projected the survey results on the front wall. Immediately it was stated that the results were bogus because of the response rate, we cannot do anything, I'm going to take my ball and go home, you're not the boss of me, and of course, administration is out to get us. The speaker rambled on for several minutes. This was followed by considerable discussion among the highly learned in the room. They were kind of getting some things kind of right, but there were a lot of statements like, "A 30% response rate is what you need to have for the results to be valid."

Then there was a long and tortured discussion about the little *s and **s on the report. Then came the confidence interval discussion. Finally, the discussion peaked when someone asked what the "*d*" was for. It was Cohen's *d* for effect size. Ultimately there was a lot of talking, little listening, and no meaningful conclusion. In other words, it was a typical faculty meeting.

Regardless of what I did, could have done, or should have done, my expertise, and contributing that expertise, was not going

to change the outcome of the meeting. Perhaps this lesson should be more along the lines of the serenity prayer. Know what you can change, have the courage to change what you can, and have the wisdom to know the difference. Or perhaps something about tilting at windmills.

6. Thank others (and don't wait)

Several years ago, completely out of character, I published a silly, mostly useless (but reasonably adequate) little article in *TIP*. To my surprise, I got a decent number of emails from readers. Some were old friends wanting to catch up, but I actually got a couple of emails from I-O star performers. (Free sublesson here: Although it might not show in formal impact factors, *TIP* is quite impactful. Every I-O psychologist reads it. No journal can claim that.) One of the star performers who contacted me was **Paul Muchinsky**. We exchanged a few emails. When the SIOP annual conference was near me I rounded up my two best students to help him with his booth. I only talked to him in person for a few minutes at SIOP. We got interrupted several times when people asked to have their picture taken with him. That was the extent of our contact.

Even though I didn't know Paul and my interaction with him was super limited, he did have quite an impact on me. *Psychology Applied to Work*, I believe, is the most complete and rigorous I-O textbook I have used. I am sure Paul knew what he was doing and Dr. Culbertson will take good care of it. I admired his writing style, humor, and take on important I-O issues

that others would not mention (or only mention privately). His commitment to I-O psychology and student learning was quite evident in his work, and that is something we all need to be on guard not to let slip.

The High Society was the first thing I would read in every issue of *TIP*. And I know it was the same for many others. I was a little disheartened when I read in the April 2015 issue that he was retiring and would no longer write the column. Of course that turned to sadness when I read in the October 2015 issue that Dr. Muchinsky passed away.

After I read the April issue I meant to send him a quick note saying that over the years I really enjoyed his column: both the humor and the matters he discussed. I was going to let him know that his book was the best I-O book that I have used. It is rigorous and complete and, although challenging to most undergraduates, it is still accessible. However, students do hate it when I use the test questions he wrote because they truly test knowledge, unlike most publisher-provided test banks. Leave it to an I-O psychologist to actually develop an actual knowledge test.

He took the time to send me a quick note out of the blue and I appreciated that. Unfortunately, I didn't do the same. I let the day-to-day grind of my completely adequate career and life get in the way of taking just a few minutes to send him a short email expressing my appreciation for all that he did. So our last career lesson is to thank others, express your appreciation, and don't wait. Above all, don't do it because the networking might advance your

career beyond adequacy. Do it because it is the right thing to do.

So there you have it—six simple lessons to either propel you into or maintain your adequacy. On an earlier version of this article, *TIP*'s insightful Editor **Morrie Mullins** pointed out to us that star performers often have top-10 lists (think of David Letterman's top-10 list or Billboard's Top 10). However, presumably understanding who he was dealing with, he continued that six is "more adequate than five" and that "six feels thematically appropriate" (apparently for authors like us). One of those star performers will need to write an article for you to get those other four lessons to take you even higher. Until then, you are stuck with our modest six lessons.

Notes

¹ See <https://www.youtube.com/watch?v=WOxpuKXhlss> for further clarification.

² See <http://www.tcm.com/mediaroom/video/237535/This-Is-Spinal-Tap-Movie-Clip-Eleven.html> for more information.

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TOP10 Workplace Trends 2016

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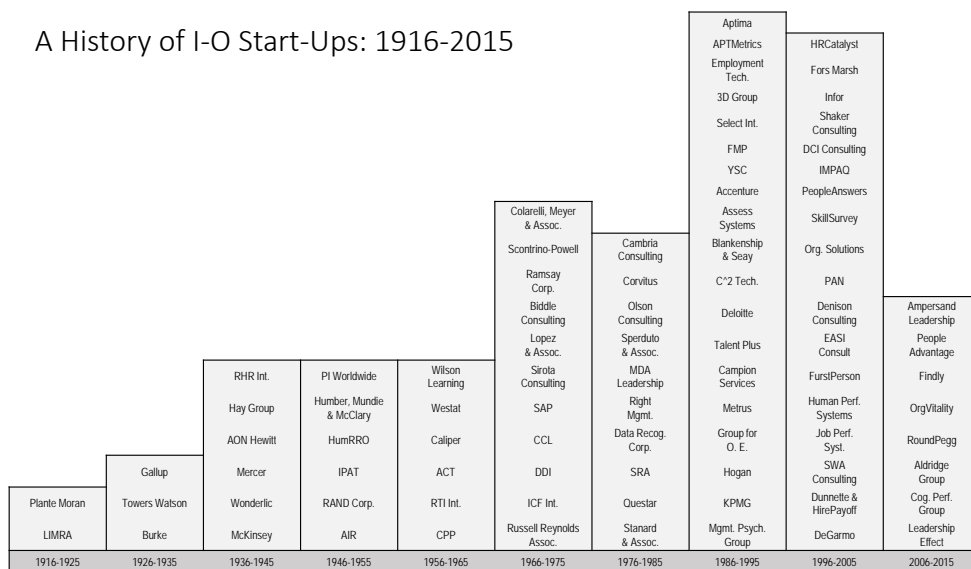
Dick Olson
Olson Consulting

In our final installment of the Who Bought Who series ([Who Bought Who, April 2015](#), and [Who Bought Who II, July 2015](#)), we take a look at the years in which today's prominent I-O firms began. The histogram summarizes the historical trends of I-O firms listed in the SIOP member list as of fall 2014. We examined a combination of company websites, LinkedIn profiles, and SEC filings to determine start dates for each of the organizations.

The number of I-O start-ups increased for decades and peaked between the years of 1985 to 2005, then began to decline

thereafter. This trend complements our previous findings that mergers and acquisitions grew during this period. Thus, the field is moving towards a smaller number of large firms, which may be influenced by the political climate and economic conditions. This makes us wonder if the rise of the large firms may put a damper on startup growth because it may be harder to compete with one-stop shops. A final observation is that the growth of I-O offerings in traditionally non-I-O firms may be due to the recognition of the value of I-O psychology.

A History of I-O Start-Ups: 1916-2015



METRO The Metropolitan New York Association for Applied Psychology: 76 Years and Still Going Strong!

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The **Metropolitan New York Association for Applied Psychology (METRO)** was founded in 1939 as a not-for-profit professional association, and it is the oldest and largest local professional association of applied psychologists in the U.S. METRO takes pride in serving as a role model for other applied psychology organizations now operating in various locations across the U.S. As the immediate past president (first author Terri Shapiro), I'm proud to report that METRO is still going strong after 76 years, with 230 dues paying members, 99 of them student members (reduced membership rate), with an additional 1,845 nonmembers on our web-based mailing list receiving regular communications. This year's METRO Board includes **Wendy Becker**, President, **Katherine Bittner**, Vice President, Rania Vasilatos, Treasurer, and **Anthony Boyce**, Secretary. METRO's mission is:

- To promote and maintain high standards among professionals in the applied psychology field.
- To help the advancement of applied psychology as a science and profession.
- To further educate our members, colleagues in adjacent disciplines, and the public at large.

METRO was highlighted previously in *TIP* in January 2003, with a spotlight article by **Brian Ruggeberg** and **Janis Ward**. As in the past, being located in the NYC area is METRO's biggest advantage, with a high concentration of applied psychologists and organizations, and numerous universities located in the tristate area. METRO currently has fewer than the 400 members reported in 2003, but many of the 230 current members are highly active and regularly attend meetings. The meeting schedule is still linked to the academic calendar, with monthly meetings held between September and June. Attendance at these meeting, where noted speakers are invited to present on current topics of interest (expenses paid by METRO), ranges from about 50 to 100 attendees, although in the past few years, there have been several room-busting meetings topping the 120 mark. Nonmembers also attend meetings fairly regularly (for a small fee). Faculty at local universities, from Connecticut to Long Island, have also brought their (relatively small) classes to meetings that are relevant to class topics. Meetings begin with networking, wine, and food (definitely an incentive!), followed by the speaker presentation (no more than 1 hour), and finally a Q&A. Meetings usually end around 7:45pm.

Board members do a 4-year “tour of duty,” cycling through the roles of secretary, treasurer, vice president, and president; it is a significant commitment to the organization. METRO also relies on a cadre of volunteers: a webmaster, sponsorship director, career day chair and committee, and a team of food gurus. Without these volunteers, as discussed in 2003, METRO would not be able to offer a full range of services and activities during the year. Next, we would like to highlight some of the unique ways that METRO works during the year to support its mission and meet the needs of the membership and the I-O community at large.

Career Day

METRO has developed a very popular program that explores major career options available to any I-O and related professionals, students, and those looking to make career transitions. METRO has been offering a career day every March for many years, where academics and practitioners discuss their own career paths and the knowledge, skills, abilities, and characteristics that employers are seeking and how they go about identifying suitable candidates. In addition, they discuss the latest trends in the job market and the ins and outs of the job search from recent job seekers.

The Career Day program usually consists of three panel discussions with audience participation. Usually, there is an internal career panel, external or consulting career panel, and a recruiter panel. Occasionally, the panels have been organized around I- versus O-related careers. Each panel comprises four to six professionals with a mix of early career

and senior panelists. Being located in NYC, METRO is able to recruit panelists to volunteer from a wide variety of industries: public and private, large and small, as well as academic institutions. A small sample of these include Ernst and Young, Citibank, JetBlue, Deutsche Bank, AON Hewitt, PepsiCo, YSC, Google, Aeropostale, Amex, Columbia University, Hofstra University, iCoach, and many others. Common issues addressed are:

- Close-up explanation of the differences between the internal and external consultant/employee role
- Shifts in perspective needed to make given the current work environment
- Technical and nontechnical resources available for help in the job search
- Providing added value or distinguishing myself from everyone else
- Perspectives on how careers progress
- What to include in a resumé
- Current trends in the job markets
- Internships: Are they out there, are they worth it, and how do I get one?

METRO’s Career Day Committee, with input from the board, recruits the panelists and sets the agenda for the meeting, which is advertised via email blasts to the METRO database, as well as through faculty at NYC area universities. METRO provides the meeting space, a continental breakfast, and plenty of coffee! To cover the costs, all attendees (even METRO members) pay a fee for the event, which starts around 9am and ends around 2pm. In the last several years, attendance at Career Day has averaged around 80 attendees, with 12–15 panelists. It is consistently one of the most successful and well-liked programs of the year.

SIOP Conference Scholarships for Students

METRO has a significant number of student members, and supporting those student members is a high priority. About 3 years ago, they began offering support for student members presenting at SIOP. The first 2 years, a \$1,500 and a \$2,000 award were given out to one student each year, respectively. Students submit their names and SIOP presentation title via email and the board randomly selects a name from a hat at the METRO meeting prior to the conference. In the most recent year, the board chose to support 4 students rather than just one, with awards of \$500 each.

In addition, prior to SIOP the board compiles a list of METRO members presenting at SIOP, and the date/time of their presentations, and distributes it through email to the full mailing list and posts it on the website. The aim is to encourage attendance at METRO members' presentations and facilitate networking and socializing opportunities for the membership.

METRO-Hogan-Right Management Collaboration

This February METRO, in collaboration with Hogan Assessment Systems and Right Management, is offering its third annual METRO-Hogan-Right Management Hogan Assessment Certification Workshop. People who complete the workshop are certified to use and interpret the Hogan Personality Inventory, Hogan Development Survey, and the Motives, Values, Preferences Inventory. The opportunity to attend this workshop at a discounted price has been overwhelm-

ingly popular. Right Management provides office space, METRO provides catering (breakfast and lunch for participants for 2 days), and of course Hogan Assessment Systems provides the workshop leaders and materials. This workshop is limited to METRO members and Right Management employees; space is limited so registration is on a first come, first serve basis, and caps out at about 32 participants.

In addition to these activities, the METRO president often communicates to members, as well as the entire mailing list, via a president's blog or email blast. The METRO webmaster maintains the METRO meeting calendar, meeting details, speaker bios, and job opportunity announcements on the webpage (www.metroapppsy.com). The satisfaction of members is paramount, and there is a free exchange of ideas between the board and the membership.

Although METRO is the probably the largest local I-O group in the county, it is not at all a "stuffy" organization; the activity during the networking time preceding speaker presentations each month is more akin to a giant family reunion, loud and happy and enthusiastic (the wine helps, I'm sure). Indeed, members indicate that the opportunity to see colleagues and friends at meetings is just as important as the speaker presentations. Finally, METRO is always looking for innovative ways to meet its core mission, and the opportunity to support and collaborate with other local I-O groups is welcome!

If you have questions about this article or about METRO, contact Terri Shapiro (terri.shapiro@hofstra.edu).

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The United Nations adopted the Sustainable Development Goals on September 25, 2015. What will you do about it?

This was the parting query from a closing speaker at an assembly that two of your UN representatives from the Society for Industrial and Organizational Psychology (SIOP) attended at the United Nations headquarters in New York City 6 weeks after the Sustainable Development Goals were formally established. As we ask ourselves this question, we also ask it of our readers.

What will you do about it? Maybe your answer will reveal itself in your next research project, internship, sabbatical, client engagement, undergraduate classroom exercise, graduate seminar, or grant application. Maybe you'll move the metaphorical needle within the context of your own organization by supporting corporate social responsibility or core business practices that better align with the principles laid out in the Sustainable Development Goals (SDGs). Maybe you'll get your employer to join the United Nations Global Compact or you'll help [a university's industrial-organizational \(I-O\) psychology program join the Global Compact](#). Maybe you'll identify a

pro bono opportunity in your local community or halfway across the world that would benefit from your skill set.

Whether you work in academia or are a practitioner working in a corporation, an applied research firm, a nongovernmental organization, or another setting, there is a role for you. If you are a faculty member or a student, consider the words of Ramu Damodaran, chief of the United Nations Academic Impact (UNAI) Secretariat. [He explains](#), "Any problem that the world has—and if the world has a problem, then the United Nations has a problem—can be brought closer to a solution by having the impact of academic research, academic scholarship, academic achievement, and academic integrity applied to it." Using such research for meaningful change is a value that SIOP and the United Nations (UN) have always shared. The UN's long history of working with nongovernmental organizations and the public sector clearly indicates the role for I-O psychology researchers and practitioners in such entities. And you private sector types are not off the hook either. There is an increasing emphasis on Public Private Partnerships at the UN. Moreover, the United Nations

Development Programme (UNDP) has created an entire center devoted to the private sector's role in addressing the types of challenges laid out by the SDGs (namely, the [Istanbul International Center for Private Sector in Development; IICPSD](#)). Of course, going to work for the UN is also an option. There are some great examples of people with backgrounds in or related to I-O psychology working for various UN entities and agencies, including the [United Nations Global Compact](#), the [International Labour Organization \(ILO\)](#), and [UNDP](#).

So, what will you do about it? Maybe you would like to contribute to the accomplishment of the SDGs, but you're not quite sure how. The purpose of this article is to broaden and deepen our collective thinking about ways in which I-O psychology science and practice can be developed and applied to advance SDG progress. After situating our discipline within the broader human development context, this article provides a primer on the recently established Sustainable Development Goals, which had not yet been adopted when our last article went to press. The goals are listed, followed by an elaboration of the "three pillar" model underlying them. This article then zooms in on one area generating a lot of discussion within UN agencies: skills development. Readers are urged to consider how I-O psychology can respond to the skills development challenges and opportunities at hand.

Altogether, the discussion laid out in this article is meant to accomplish four things: (a) increase readers' familiarity with the United Nations development agenda; (b)

raise awareness of some of the topics being discussed at UN agencies; (c) encourage critical thinking about I-O psychology's role in addressing the issues under consideration; and (d) stimulate action: increase I-O psychologists' engagement with the challenges at hand.

Unleashing Human Potential Through Work

We begin by juxtaposing two quotes. The first one comes from Selim Jahan, the director of the UNDP Human Development Report Office in the days leading up to the much-anticipated release of the 2015 Human Development Report focusing on "Rethinking Work for Human Development." The second quote comes from SIOP's home page.

Work is the means for unleashing human potential, creativity, innovation and spirits. It is essential to make human lives productive, worthwhile and meaningful. It enables people to earn a living, gives them a means to participate in society, provides them with security and gives them a sense of dignity. Work is thus inherently and intrinsically linked to human development. But it is important to recognize that there is no automatic link between work and human development. Nor does every type of work enhance human development. [Selim Jahan, <http://hdr.undp.org/en/rethinking-work-for-human-development>]

Industrial-organizational (I-O) psychology is the scientific study of working and the application of that science to workplace

issues facing individuals, teams, and organizations. The scientific method is applied to investigate issues of critical relevance to individuals, businesses, and society. [The Society for Industrial and Organizational Psychology (SIOP), www.siop.org]

incorporated into projects with the [United Nations Global Compact](#), the [United Nations Educational Scientific and Cultural Organization \(UNESCO\)](#), [UNDP](#), [ILO](#), the United Nations Children’s Fund (UNICEF), and other agencies as well.

Together, these two quotes clearly illustrate I-O psychology’s importance to the broader development agenda, a point that is certainly not lost on the UN. Already, a number of United Nations agencies have tapped into SIOP expertise. For example, I-O psychology insights have recently been

The United Nations Sustainable Development Goals

As shown in Table 1, there are 17 Sustainable Development Goals in all. Particularly notable is Goal #8, “Promote sustained, inclusive and sustainable economic growth,

Table 1

Sustainable Development Goals

-
- Goal 1. End poverty in all its forms everywhere.
 - Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
 - Goal 3. Ensure healthy lives and promote well-being for all at all ages.
 - Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - Goal 5. Achieve gender equality and empower all women and girls.
 - Goal 6. Ensure availability and sustainable management of water and sanitation for all.
 - Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.
 - Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
 - Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
 - Goal 10. Reduce inequality within and among countries.
 - Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.
 - Goal 12. Ensure sustainable consumption and production patterns.
 - Goal 13. Take urgent action to combat climate change and its impacts.
 - Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
 - Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
 - Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
 - Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

From the Resolution adopted by the General Assembly on 25 September 2015, “Transforming Our World: The 2030 Agenda for Sustainable Development”: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

full and productive employment and decent work for all.” However, this is not the only goal to pay attention to if you are an I-O psychologist. [As we have pointed out elsewhere](#), I-O psychology has a role to play in each of these SDGs. Why? For a couple of reasons. First, the accomplishment of each of these goals requires effective work, workers, and organizations. By using our science and practice to facilitate the well-being and success of leaders, workers, and organizations focused on each of the SDG areas, I-O psychology has an opportunity to contribute broadly. For example, imagine a team of engineers working together on Goal #6, “Ensure availability and sustainable management of water and sanitation for all.” Chances are, their work could benefit from principles from I-O psychology including but not limited to what we know about effective team composition, training, dynamics, conflict, performance assessment, feedback, and development.

The second reason I-O is relevant to many of the UN’s development goals is because a number of the issues addressed by the SDGs play themselves out in the workplace. The workplace, for example, can be a major barrier or solution to Goal #5, which emphasizes gender equality and the empowerment of women. Goal #4 seeks to promote lifelong learning opportunities for all. Again, the workplace can serve as a catalyst and conduit for such learning, and I-O psychology can contribute to ensuring its relevance and effectiveness as well as the degree to which such learning opportunities are engaging and aligned with individual and organizational needs.

One helpful exercise to develop our collective thinking on precisely how we, as a discipline, interface with the United Nations development agenda is to consider, within the context of each and every SDG:

- People you know of, who are doing work relevant to the SDG;
- Publications that relate to the SDG;
- Ongoing, upcoming, or past research projects related to the SDG.

Can you think of any examples? If so, we’d like to know. Your SIOP UN team has developed an interactive, online tool to generate critical thinking and information about how I-O psychology interfaces with the SDGs: tinyurl.com/siopun. The online tool comes with a short YouTube video introduction for those interested in learning more about it. In brief, we’re asking people who would like to contribute to select one or more of the SDGs listed in Table 1 and then provide “leads”; that is, list people, publications, and/or projects that relate to the SDG in question. The insights conveyed will help us more systematically identify areas in which I-O psychology is especially poised to contribute to discussions and solutions to challenges the UN and the world face as we collectively roll up our sleeves and work to accomplish these goals.

The Three Pillars of Sustainable Development

Look up the word “sustainable” in a thesaurus, and you’re likely to get two groups of synonyms: (a) “maintainable” and (b) “ecological” (environmental, green, etc.). Americans often hear the word “sus-

tainable” and quickly think of the latter connotation. However, even a brief glance at the goals listed in Table 1 reveals that the United Nations uses this word in the broader sense. Collectively, the SDGs aim for development that is “maintainable” and can persist over time, not near-term gains at the expense of longer term outcomes. This objective includes attention to ecological, environmental matters, certainly.

But it is not limited to them. According to the UN, development that is sustainable over time requires a broader focus.

The SDGs were founded on three pillars of sustainable development: social, environmental, and economic development. In other words, a concerted effort was devoted to taking all three of these imperatives into account such that one does not get achieved at the expense of the others. The challenge, as articulated by Achim Steiner, executive director of the United Nations Environment Programme (UNEP), is “creating the conditions for enhanced prosperity and growing social equity, within the contours of a finite and fragile planet” (Fulai, et al., 2015).

For example, if economic growth is sought without considering its environmental or social implications, such growth or development is difficult to sustain over time. The United Nations Development Programme (UNDP) provides an illustration in its consideration of South Africa’s gross domestic product (economic) growth, which coexisted alongside high unemployment, abject poverty, inequality marked in part by large disparities in income distribution, and the social unrest that results.

The converse is also true: Focusing on the social (or environmental) pillar without due attention to economic considerations can also prove problematic. To this end, a recent UNESCO publication asserts that reducing inequalities through income redistribution and social safety net programs can be nonproductive and unsustainable in the long run (Marope, Chakroun, & Holmes, 2015). Although such support schemes may be necessary and helpful in the near term, longer term consequences can put them at odds with the goal of sustainable development. The authors of this publication continue, “Because labour is invariably the main asset of the poor, equipping them with skills, knowledge and technology not only improves the value and profitability of their main asset, but also enhances their contribution to and benefit from productivity and growth” (Marope et al., 2015, p. 18).

Skills Development Is Sustainable Development

In short, work skills development can be a major contributor to sustainable development. Why? Because when it happens strategically, work skills development bolsters the economic and social fabric of a community without depleting natural resources. “Strategically,” in this context, refers to skills development that aligns with labor market demands within the geographical area in question and factors in “fit,” taking individual differences such as vocational interests into account.

To help address the South African challenges described above, UNDP developed

a socially sensitive and inclusive skills development program aimed at economic growth with an eye toward reducing youth unemployment and stimulating rural development. The program integrates small and medium enterprises (SMEs) into the value chain of big corporations. Many SMEs are run by entrepreneurs who do not have a formal business background or an expansive professional network. This UNDP program pairs SMEs (in this case, suppliers) with a large corporation and provides 9–10 months of technical assistance and mentorship to help prepare the SME to work in this league. The assistance and mentorship includes a thorough diagnosis of the SME's management practices. The knowledge and skills gained enables the SME to effectively supply to the corporation with which it was paired and expand to others, thereby increasing production volume and creating jobs for segments of the population previously excluded from employment opportunities. Indeed, results of an evaluation study indicate that SMEs going through this program, on average, increased sales by 12% and employment by 6% (United Nations Development Programme, n.d.).

Beyond reducing income inequality, work skills development can also be a powerful way to level the playing field with respect to intangibles such as technical, creative, innovative, professional, social, cultural, and political capital (Marope et al., 2015), again highlighting the interplay between the economic and social aspects of development. Perhaps this is why the Organization for Economic Cooperation and Development (OECD) has asserted that skills have become the global currency of 21st

century economies, noting that “Without proper investment in skills, people languish on the margins of society, technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society” (OECD, 2012, p. 3).

UNESCO envisions “technical and vocational education and training (TVET) (as) the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development” (UNESCO, 2004, p. 1). An informative book recently published by UNESCO covers a number of topics of concern to those working to turn this vision into a reality (Marope et al., 2015). These include, but are not limited to:

- Skills gaps wherein unemployment coexists with unfilled jobs due to unmet demands for skills;
- Youth unemployment;
- Improving skills development in the informal sector, including among entrepreneurs leading small and medium enterprises (SMEs);
- Meeting the skills demands of the rural economy;
- Investing in green skills;
- Creating pathways to higher education;
- Gender disparities in learning opportunities and earnings;
- Making workplaces more inclusive for marginalized groups, including those with disabilities;
- Expanding and improving work-based learning opportunities, including apprenticeships;
- Reskilling existing employees;

- Developing continuing technical and vocational education and training in workplaces;
- Developing specialist skills, while also:
- Developing broader skills including employability skills (e.g., teamwork, communication, adaptability), professional skills (e.g., reliability, punctuality), and job search skills that allow people to move between jobs and industries as the economy changes over time.

Thus far, we have not said much about the environmental pillar, which is also clearly represented in the SDGs. The many complex aspects of this topic are beyond the scope of the current article, but it is worth pointing out that they represent both challenges and opportunities for the workplace and thus the psychology of work. One challenge and opportunity in the context of work skills has to do with the development of “green skills,” noted in the list above (Strietska-Ilina, Hofmann, Haro, & Jeon, 2011). Transitions to green economies and societies require skill development as new jobs emerge and as job requirements shift due to changing modes of production. This can have positive social and economic implications if such learning opportunities and jobs are widely available. Indeed, the United Nations Environment Programme (UNEP) emphasizes the centrality of jobs in uncovering pathways towards an inclusive green economy, noting that “Whilst social security and income support schemes can and do help, the only lasting solutions are new jobs, the so-named ‘green and decent jobs’ that the new economic model will generate” (Fulai et al., 2015, p. 20).

What Is the Role for I-O Psychology?

Certainly, work skills development isn’t the only aspect of the United Nations development agenda that warrants attention from I-O psychology. But it is a significant area that cuts across multiple SDGs as well as multiple domains of I-O psychology. For example, it calls for job analysis to identify the “human capital” needed in the labor market. Job analysis can help identify green skills, entrepreneurial skills, and other critical skills needed to transition from one job to another. Those working in the training sector have a clear role to play as well in the design and evaluation of efficient, effective, relevant training programs for youth, rural populations, people with disabilities, the long-term unemployed, adult workers who need reskilling, workers in the informal sector, entrepreneurs, and others. Entrepreneurs will especially benefit from leadership development as well as a knowledge of best practices in human resource management as they scale up, create jobs, and hire people. Performance measurement and management will be needed for a variety of purposes—for example, to evaluate training programs and to enable worker feedback and development. A scientific knowledge base in mentoring is equally critical, given the powerful role that mentorship can play in skills development, such as in the South African example described earlier. The rise of apprenticeship programs both in the informal economy and the formal labor market raises many questions about how to maximize the effectiveness of such programs. In addition, many people will be required to work in teams in the days to come, sometimes for the first time in their lives. Applied

research in team selection/composition, dynamics (conflict, communication, roles, etc.) and team training will be beneficial to skills development. Meanwhile, deep knowledge of work motivation, work–life conflict, absenteeism, counterproductive work behavior, organizational citizenship behavior, equity, justice, and job satisfaction will all be useful. Our research base on discrimination and the work experience of marginalized individuals can inform interventions to smooth the integration of groups that have not historically worked together. These are just a few of the I-O psychology topic areas that are relevant to the challenges and opportunities United Nations agencies face as they endeavor to build and leverage skills to achieve sustainable development.

Our working hypothesis is that I-O psychology has expertise to contribute, and to gain, as we move forward in the directions described in this article. Already we have a tremendous base of scientific knowledge, relevant tools, methods, and interventions that can be applied. In addition, working in the United Nations sustainable development space will likely push us to ask new questions and consider old ones differently. And as Albert Einstein has famously said, “To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.”

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Notes From the August 2015 APA Council of Representative Meeting

Lori Foster, Deirdre Knapp, Rodney Lowman, and Deborah Whetzel

The American Psychological Association's (APA) annual convention was held on August 6-9, 2015 in Toronto, Canada. SIOP was represented on the convention program, and the sessions were well attended. Presentations by SIOP members ranged from goal setting to firefighter operations, worker well-being, and using I-O psychology to fight global poverty, to name just a few examples. SIOP's presence at APA's convention was due in no small part to APA Committee Chair **Ann Huffman** and Chair-in-Training **Tara Behrend** who worked hard to encourage and review convention submissions and organize a reception for SIOP attendees.

SIOP members were recognized at the convention in several positive ways. Consulting psychologist and APA Council member [Judith Blanton received a Presidential Citation](#) for her contributions to applied psychology, especially for her persistent efforts in trying to help psychology licensure be made more relevant to the needs of non-healthcare applied psychology. In addition, the following SIOP members were named APA Fellows: **Bradford Bell, Mark Bing, Wendy Boswell, Johnathon Halbesleben, Yueng-hsiang Huang, Stephanie Payne, William Shepherd, and Scott Tonidandel**. Congratulations to each of these individuals for the well-deserved recognition!

Preceding and during the convention, APA's Council of Representatives (COR), its major

governing body, convened. This article provides a report on those meetings, which consisted of an opening plenary session on the evening of August 4, a full day meeting on August 5, and a half day meeting on August 7. SIOP's four APA Council Representatives, **Rodney L. Lowman** (who also served as chair of the APA's new Council Leadership Team), **Deirdre Knapp, Lori Foster, and Deb Whetzel** attended.

As many *TIP* readers are aware, the COR is a legislative body composed of representatives elected from each APA division as well as state and provincial territories. COR meetings entail discussing and voting on a variety of policy issues facing psychology. For the past few years, discussions have focused largely on determining the best structure for COR, including deliberations about its optimal size and role. These discussions were part of what was known as APA's [Good Governance Project](#), which concentrated on how to turn COR into a more nimble governing body. This included improving the speed with which decisions and changes are made by COR without compromising decision quality. During the Good Governance Project, roles and responsibilities of COR and the board of directors were reviewed, and [changes were made](#). One purpose of the changes was to help focus COR's time and talent on policy issues of relevance to APA members and council representatives' constituents.

The August 2015 COR meeting represented a marked change from the meetings leading up to it. Instead of focusing on COR's structure, functions, roles, and responsibilities, the August meeting focused predominantly on the "Hoffman Report." Although a full, detailed account of the many important discussions and issues raised during the meeting is beyond the scope of this article, the following provides a brief summary.

[The Hoffman Report](#) documents an independent review commissioned by APA. Former federal prosecutor and attorney David Hoffman of Sidley Austin, LLP in Chicago was selected by the board of directors based on his extensive federal and local Chicago investigative expertise. The major objective of this independent review was to ascertain the truth of allegations that had been aired in a book by *New York Times* reporter James Risen in which inappropriate actions by APA elected officials and senior staff were alleged.

The Hoffman team interviewed a wide assortment of relevant APA employees and APA governance officials, and was given unfettered access to all available APA documents, including e-mails, and had the authority to pursue the findings "wherever they might lead."

The allegations specifically concerned an APA presidential task force that issued with "emergency APA approval" a report called the PENS report, which issued pronouncements about psychologists' ability to be involved in interrogations. As stated in the Hoffman report, "The gist of the allegations

was that APA made...ethics policy decisions as a substantial result of influence from and close relationships with the U.S. Department of Defense (DoD), the Central Intelligence Agency (CIA), and other government entities, which purportedly wanted permissive ethical guidelines so that their psychologists could continue to participate in harsh and abusive interrogation techniques being used by these agencies after the September 11 attacks on the United States" (p. 1).

COR activities at the most recent APA convention kicked off with an opening plenary session held the evening before the first COR meeting. The plenary session covered several topics, including a discussion of what constituted grounds for recusal on matters in which a vote would be taken during the August APA Council meeting. This was an issue because some COR and APA Board members had been named and/or investigated in the Hoffman Report. It was determined that recusals should be decided on a vote-by-vote basis, such that COR members would only recuse themselves during votes in which there was a conflict of interest, but that Council members with conflicts also needed to declare their conflicts before speaking on related issues. The opening plenary session also provided an opportunity for one of APA's outside attorneys to describe the series of events leading to the Hoffman Report. When asked what she thought about the report, the attorney responded that people should read the document and draw their own conclusions. The full 542-page report is available online: <http://www.apa.org/independent-review/APA-FINAL-Report-7.2.15.pdf>.

The official portion of the COR meeting began the morning following the opening plenary. The meeting quickly moved into executive session, which was not open to observers. At that point, Mr. Hoffman and one of his colleagues, attorney Danielle Carter, joined the meeting and briefly described the process for developing the report. They also answered advance questions that COR members had submitted. Many of the questions sought to understand what some readers had perceived as biases reflected in some of the language of the report and concerns about the protections offered to those who were interviewed and reported to have behaved inappropriately. (Although this was discussed in closed, executive session, Mr. Hoffman agreed that his answers could be publically described.) Among his main points were:

- His team did not approach this task with any preconceived notions.
- In response to the question: “Was there collusion to support torture?” his answer is no; however, there was (in his and the report’s opinion) collusion to support easing the language in APA’s ethics code to make it easier for psychologists to be involved in military and national security interrogations.
- There is inherent tension between the role of the psychologist as a safety monitor and that of consulting on maximizing the effectiveness of interrogations.
- Once the investigative team reached their conclusions, they wrote the report using language that they felt best made their case, consistent with what is done in such investigative reporting.

As some *TIP* readers know, the Hoffman report was provided to COR on July 10, 2015. By the next day, it had been leaked to the press, prior to its scheduled public release, resulting in the non-recused APA Board members’ decisions to immediately release the report to the public in its full form. Accompanying headlines of the news reports were not always consistent with the report’s conclusions. There are also some [criticisms of the report](#) that have been raised.

Regardless of one’s position on the findings or tone of the report, the member outrage and media firestorm created by its release made immediate action on the part of the COR imperative. Accordingly, there was much discussion during the August 2015 COR meeting in Toronto about a motion titled: “Resolution to Amend the 2006 and 2013 Council Resolutions to Clarify the Roles of Psychologists Related to Interrogation and Detainee Welfare in National Security Settings, to Further Implement the 2008 Petition Resolution, and to Safeguard Against Acts of Torture and Cruel, Inhuman, or Degrading Treatment or Punishment in All Settings.” Briefly, the resolution states that psychologists “shall not conduct, supervise, be in the presence of, or otherwise assist any national security interrogations for any military or intelligence entities, including private contractors working on their behalf, nor advise on conditions of confinement insofar as these might facilitate such an interrogation.”

An underlying assumption of the resolution is that some psychologists in such situations were engaging in unethical practice

(sometimes called “behavioral drift”). This assumption may have resulted from an overgeneralization of the activities of two psychologists who designed and executed cruel, inhuman, or degrading treatment or punishment (CIDTP). (Other psychologists, according to the report, may also have inappropriately participated in such interrogations). One of those named in the report, COR member Larry James (Division 19; Military Psychology), stated that inappropriate behavior by a small number of psychologists does not represent that of other military psychologists who work with detainees. In fact, he claimed, many military psychologists saved lives by stopping CIDTP or pointing out its failure to yield usable information. Thus, there was some concern that the proposed resolution, as worded, could accomplish the opposite of what it was intended to do. Other psychologists who have opined on these matters have felt that it is categorically inappropriate for psychologists to be involved in interrogations that do not safeguard the rights of those being interrogated and comply with international law, and believe that these safeguards do not exist.

Prior to the motion reaching the floor for discussion, some of the SIOP representatives attempted to modify the language in the resolution to focus on *behavior* (cruel, inhuman or degrading treatment or punishment; CIDTP) rather than the *setting* in which psychologists work. Thus, some SIOP council representatives’ suggested revisions were that psychologists “shall not conduct ~~or~~, supervise, ~~be in the presence of, or otherwise assist any CIDTP~~ **related to** national security interrogations

for any military or intelligence entities, including private contractors working on their behalf, nor advise on conditions of confinement insofar as these might facilitate **CIDTP.”** such an interrogation.” The alternative language was offered offline but was not accepted by the movers of the motion although other changes were made in the final version voted upon. The question was called before a SIOP representative who had stood to speak could propose modifications to the resolution’s language on the floor of council.

In a roll call vote in which each COR member had to state his/her vote aloud, COR overwhelmingly voted to support the resolution prohibiting psychologists from participating in national security interrogations. The measure passed by a vote of 157–1, with 6 abstentions and 1 recusal. The final resolution can be found [here](#). Although some of the SIOP APA representatives had concerns about specific aspects of the motion, it was apparent that a motion demonstrating a clear response from APA had to pass, and the SIOP representatives did not want Division 14 to be viewed as in any way “supporting torture.” Two SIOP representatives voted yes and two abstained from the vote.

Following this vote, COR also voted to create a “blue-ribbon panel of psychologists and nonpsychologist experts to review APA’s Ethics Office and ethics policies and procedures and issue recommendations to ensure APA policies are clear and aligned with the very best practices in the field.” In addition, it was proposed that APA would “institute clearer conflict-of-interest

policies going forward,” and APA’s Council Leadership Team was assigned the task of appointing a work group to review and suggest any needed changes in the existing COI policies for Council Reps and others in APA governance, including those serving on Boards and Committees. This motion was also approved by an overwhelming majority of COR, including all SIOP representatives. Because I-O psychologists are not healthcare providers and mostly work in organizational settings, it will be important for us to be involved in determining the direction of changes in ethics-related guidelines and code enforcement.

Motions related to the Hoffman Report had been solicited from APA Council members, but a number of the motions proposed by the APA Board and by APA COR members were not discussed or voted upon due to limited time availability during the meeting. These will be further discussed by COR members and brought back to the APA Council meeting in February 2016 for council’s consideration.

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SIOP Anaheim 2016: A Welcome From Your Conference Chair

April 14-16 (Preconference Activities April 13)

Eden King
George Mason University

SIOP 2016 is just a few short months away—California here we come! Take advantage of this annual opportunity to learn, network, and engage with all that is I-O. Here is what you need to know:

Book your hotel room at the Hilton Anaheim! This sun-sparkling hotel is located steps away from the bright, spacious, and modern Anaheim Convention Center where the scholarly program will take place. Bars and restaurants featuring California wines, craft beers, and fresh cuisines, as well as family-friendly Disney options, are also within walking distance.

Plan your travel! Anaheim can be accessed through four different airports: SNA, LGB, LAX, and ONT! SIOP has also organized a discount for airport [shuttle](#) users to make travel to the hotel as easy as possible.

Register for the conference! A few quick mouse [clicks](#) now will ensure that you get our best rate.

Utilize preconference activities! There are a number of fantastic preconference development opportunities that will maximize your conference experience.

Workshops. Emily Solberg's team has paired all-star, engaging, expert presenters with 10 cutting-edge [topics](#). You will

be amazed by how much you can learn in a single day! This is the premier opportunity for professional development and continuing education in I-O psychology.

Consortia. SIOP offers preconference development opportunities that are carefully designed to support students in master's and doctoral programs and junior faculty. Consortia participants spoke; **Tracey Rizzuto** and her Consortia committee responded. Thanks to the constructive feedback from 2015 Consortia participants, new developments and advancement are underway. The Consortia Committee is proud to announce three new features that will make the 2016 Consortia an even greater value!

1. **Editor's Round-Table Discussions (Junior Faculty Consortium only):** This session provides Junior Faculty Consortium participants an opportunity for one-on-one and small-group feedback discussions with editors and editorial teams from top journals in the field.
2. **PhD Practitioner Programming:** By popular demand, new programming is being added to specifically address the needs, interests, and concerns of doctoral students interested in pursuing careers as practitioners and consultants.

3. **Networking, Networking, Networking:** We've heard your call for even more opportunities to mix, mingle, and meet other Consortia participants, as well as for tips for making the most of your SIOP conference networking connections. New opportunities for pre-, during, and postconference networking will be introduced.

Newcomers. Is this your first SIOP? We want to welcome you to our conference at a newcomers reception at 5:00 pm on Wednesday afternoon. We also invite you to participate in the [Ambassadors](#) program, which will connect you to a returning SIOPer who can give you firsthand insight into the conference highlights.

Join the opening plenary! The conference officially begins with the all-conference opening plenary session on Thursday morning. After a brief welcome message from your Conference chair (that's me), the announcement of award winners (Awards Chairs **Kristl Davison**) and the new Fellows (Fellows Chair **Ron Landis**), SIOP's president-elect **Jim Outtz** will introduce our SIOP President **Steve Kozlowski**. Steve will address the ways that our science and practice can make an impact, thereby inspiring and guiding our continued efforts.

Immerse yourself in the conference program! The submissions that you carefully crafted and thoughtfully reviewed will be showcased in 3 days of outstanding posters, symposia, panels, roundtables, and debates. **Scott Tonidandel's** Program committee has also constructed an amazing set of invited sessions that will feature an exciting Thursday Theme Track on mul-

tilevel approaches to enhancing impact, six Friday Seminars, and opportunities to engage in timely Communities of Interest.

Take a Fun Run! Join race director **Paul Sackett** and a growing number of speedy I-O psychologists for the [24th Annual Frank Landy 5K Fun Run](#). The race will begin just outside of the conference hotel along palm-tree lined streets!

Volunteer! Students, are you looking for a way to get more involved? Are you interested in meeting and networking with other students and members of SIOP? Would you like some extra spending money while at the Annual Conference? If you answered yes to any of these questions, we have a solution. Check out the [website](#) for more details or reach out to the Volunteer Coordinator (**Kaleb Embaugh**) at kem-baugh@pradco.com with any questions.

Don't miss the closing plenary and reception! We are thrilled to announce that Laszlo Bock, SVP of People Operations at Google, will be sharing his insights with us. This "Human Resources Executive of the Year" will undoubtedly deliver an informative and inspirational message. His address will be followed with a California-themed closing reception that will send you off with the sights, tastes, and music of our sunny destination.

Enjoy a postconference wine tour! Take advantage of California wine country and wrap up a great trip with a [tour](#) of three Temecula wineries on Sunday, April 17. You'll finish the weekend feeling warm, relaxed, and ready for an evening flight home.

The Anaheim conference is destined to be one of the best yet, thanks to your outstanding submissions, hundreds of gracious volunteers, and the incredible dedication of our stellar Administrative Office staff. We can all be dreaming of California—and SIOF 2016—on these winter days!



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2016 Conference Program

Scott Tonidandel
Program Chair, 2016

We received over 1,400 submissions for the 2016 SIOP conference in Anaheim! Around 850 sessions were accepted, and the conference is sure to be one of great appeal and intellectual stimulation. In addition to the peer-reviewed master tutorials, debates, symposia, posters, roundtables, alternative session types, and panels that were submitted, the conference committee has been working hard to assemble a quality collection of Friday Seminars, Communities of Interest, a Master Collaboration, a full-day Theme Track, and other Invited Sessions. Below we summarize several notable program elements. You'll be hearing many more details about the program as the conference approaches.

Theme Track: Enhancing Impact: A Multilevel Approach (Chair: Zack Horn)

The Thursday Theme Track presents a series of sessions on the first day of the conference related to a unifying topic chosen to resonate with the interests of our full SIOP audience, spanning practitioners, academics, and students from across the globe. This year's Theme Track is titled "Enhancing Impact: A Multilevel Approach" and is designed to showcase and inspire new member-driven initiatives that bring to life President **Steve Kozlowski's** vision of "bottom-up, emergent, and self-organizing communities of SIOP members who are prepared to act." We have carefully select-

ed our session formats and invited speakers to ensure that those who join us for the Theme Track leave well-informed, entertained, and inspired to make a difference.

The Theme Track sessions are presented in the same room throughout the day, room ACC 204 C. You can stay all day or choose to attend individual sessions that are of most interest to you. Check out <http://www.siop.org/Conferences/16con/Regbk/themetrack.aspx> for more detailed information and learning objectives for each session. The Theme Track is a continuing education opportunity.

How Small Local Efforts Can Yield BIG Impact, 10:30-11:50

Nathan Kuncel, Megan Leasher, Eugene Ohu, Robert Jones, Kimberly French, AJ Thurston, Katina Sawyer, Mahima Saxena, and Amy Grubb

Every I-O psychologist has the ability and opportunity to make a difference in their local communities. During this IGNITE session presenters will engage the audience with 5 minutes and 20 automatically progressing slides to share how, and in what ways, I-Os can use their knowledge and skills to broaden the visibility of I-O and make a BIG impact in their local communities. The audience will have an opportunity to interact with presenters and ask questions to learn how they too can leverage I-O knowledge and skills to have impact.

Changing the World Through Organizations: The Power of One, 12:00-1:20

Stephanie Klein, Christopher Rotolo, Paula Caligiuri, Steven Rogelberg, and Doug Reynolds

Organizations can change the world, yet their potential is often either overlooked or underestimated. Organizational psychologists can leverage that potential. Individual I-O psychologists have had amazing positive impacts from, through, and within their organizations. Five engaging presenters will give TED-style talks to inspire us with their first-hand experiences on how everyday practice in I-O psychology can create impact at the organizational level. From protecting the environment to community volunteering and social inclusion for the profession itself, practical insights will be provided as to how organizational change can build from individual initiatives and ripple outwards and upwards into wider society.

Using I-O to Make an Impact on the Larger Society, 1:30-2:50

Lori Foster, Barbara Wanchisen, Fred Oswald, Stuart Carr, and Michael Frese

This panel will include successful psychologists who work with the National Research Council, United Nations, and other agencies tasked with improving human welfare on a global scale. They will comment on their experiences and share insight about challenges and opportunities for the field of I-O psychology to become more engaged with development issues.

Creating Impact With(in) SIOP, 3:30-4:20

Cristina Banks and Joshua Isaacson

Making an impact at the local, organization, or societal level can be challenging,

but SIOP can help! This “how-to” workshop includes success stories and new avenues for SIOP members to self-organize and make an upward impact within SIOP by bringing important issues, needs, and goals to SIOP leadership’s attention. Participants will learn more about SIOP’s internal mechanisms for supporting member’s impactful initiatives and engage in interactive demonstrations of new tools to facilitate collaboration between members.

Making a Difference Together in Impact Action Teams, 4:30-5:50

Enrica Ruggs and Doug Reynolds

We can find meaning as professionals by having a positive impact with our work. In this fully interactive session, SIOP members will team up to form new impact action teams, teams that bring academics together with practitioners to make a positive local, organizational, or societal impact. As the capstone of an impact-focused Theme Track, teams will set a vision, establish goals, and create an impact action plan for continuing to work together to make a difference in their communities following the conference. New to SIOP, these impact action teams give structure and creativity to any SIOP member who seeks to make a local, organizational, or societal impact.

Invited Sessions (Chair: Enrica N. Ruggs)

This year will feature two invited sessions that highlight important yet sometimes underdiscussed topics in our field. The following have been developed by the Invited Sessions Program Subcommittee, and includes the popular invited Ignite

session (each year, one of the conference's most-attended sessions!). Please note, the term "invited" refers to the presenters, not the audience. All are welcome to these very special sessions!

Invited Session: I-Os at the M&A Table: Bringing Rigor to Culture Integration

Madhura Chakrabarti, Jacki Bassani, Levi Nieminen, Mark Royal, and Jolene Skinner

In an economy where mergers and acquisitions (M&As) are becoming frequent, there is need for I-O psychology expertise in the realm of change management, culture integration, and leadership. Lack of culture integration is cited as the single biggest cause of this failure. There is a strong need to add rigor and insight into culture integration through areas like culture measurement, leadership assessment, integration-focused analytics, and how those can guide integration practices. In this session, practitioners and researchers will present real life examples from M&A deals and discuss why I-O psychologists having a seat at the table increases integration success.

Invited Session: Teaching I-O Psychology- Tips, Tricks, and Pitfalls to IGNITE Learning

Enrica N. Ruggs, Amy E. Crook, Joseph A. Allen, Jose M. Cortina, Marcus Dickson, Alison L. O'Malley, and Jason Randall

This year's invited Ignite session will highlight an ever-important task for many academics and some practitioners: teaching others. In this session, presenters will provide various insights about teaching ranging from tips about interesting and innovative methods they use in the classroom, tricks to increase knowledge

acquisition and engagement, and pitfalls to avoid based on experience. Join us as we learn new tips and are reminded about the joys of teaching and power of learning.

Master Collaboration: Organizational Citizenship Behaviors: Recent Developments in Research and Practice

Chair: Nichelle C. Carpenter, Co-Chair: Amy E. Crook, Panelists: Alok Bhupatkar, Ashley Hanks, Nathan Podsakoff, and Philip Podsakoff

The Master Collaboration session brings together practitioners and academics with expertise in issues organizational citizenship behavior (OCB) to focus on critical unanswered questions regarding how these behaviors are viewed, measured, and rewarded in organizations. Each presenter will discuss their visions for the future of work related to OCB, then the session will be opened to engage audience members in the conversation around the scholarship and application of OCB. The Master Collaboration is a continuing education credit opportunity (more details can be found at http://www.siop.org/Conferences/16con/Regbk/master_collab.aspx.)

Communities of Interest (COI) Sessions
(Chair: Jamie Donsbach)

There will be 12 outstanding Community of Interest sessions this year, each designed to create new communities around common themes, interests, and "hot topics" in I-O psychology. The sessions have no chair, presenters, discussant, or even slides. Instead, they are audience-driven discussions informally moderated by one or two facilitators with insights on a topic of interest. These

are great sessions to attend if you would like to meet potential collaborators, generate ideas, have stimulating conversations, meet some new friends with common interests, or expand your network to include other like-minded SIOP members.

- *Recent Trends in Performance Management*
Hosts: **Steve Hunt** and **Deborah K. Ford**
- *SIOP's Response to the APA Collusion Report: Making Ethics Matter*
Hosts: **Joel Lefkowitz** and **Deirdre Knapp**
- *Identifying High Potentials in Organizations*
Hosts: **Allan Church** and **Rob Silzer**
- *Generational Shifts in the Workplace and the Impending Retirement Tsunami*
Hosts: **Janet Barnes-Farrell** and **Gwen Fisher**
- *Helping Organizations Win the War for Talent*
Hosts: **Mindy Bergman** and **Christine Corbet**
- *Allies in the Workplace and Public Sphere*
Hosts: **Kristen Jones** and **Kevin England**
- *Big Data Science Needs: Theory, Training, and Beyond*
Hosts: **Fred Oswald** and **Rick Guzzo**
- *Early I-O Education: Enhancing Visibility in High School and Undergraduate School*
Hosts: **Nick Salter** and **Peter Bachiochi**
- *Social Networks and Selection: Pearls and Perils*
Hosts: **Mike Zickar** and **Jamie Winter**
- *Unobtrusive Measurement in I-O: Overcoming Practical, Methodological, and Ethical Issues*
Hosts: **Kara Orvis** and **Christopher Cerasoli**

- *Job Stress, Burnout, and Organizational Health: Aligning Science and Solutions*
Hosts: **Daisy Chang** and **Bob Sinclair**
- *Developing Publication Process Savvy*
Hosts: **Rodney McCloy** and **Nathan T. Carter**

Friday Seminars (Chair: Songqi Liu)

We are pleased to share with you the lineup for this year's seminar presenters and topics. This year, we have increased our number of offerings from four to six. The Friday Seminars offer researchers and practitioners an opportunity to develop new skills, explore new topics, and keep up with cutting-edge advances in research and practice. The invited experts will provide a thorough discussion of the topics in an interactive learning environment (e.g., lecture accompanied by break-out discussions, case studies, experiential exercises, and networking).

Space is limited and Friday Seminars do sell out, so we encourage you to register early to secure your spot. The Friday Seminars are continuing education credit opportunities (please see <http://www.siop.org/Conferences/16con/Regbk/friday-seminars.aspx> for more information.)

Person-Centered Analyses, 8:00 am–11:00 am, Room ACC 205 A

Bob Vandenberg

This introductory seminar exposes participants to what is commonly referred to as “person-centered analyses.” The seminar includes a general overview of the differences between variable-centered and person-centered approaches, demonstrations of the many types of person-centered approaches,

and presentations of more complex analyses such as latent class analyses.

The Benefits (and Costs) of Giving Your Employees Voice, 8:00 am–11:00 am, Room ACC 205 B

Linn Van Dyne and Ethan Burris

This session is designed to help practitioners apply the latest research techniques on specific action steps employees and managers can use to make sure organizations benefit from employee suggestions for change. Also, participants will work in small groups to identify pressing areas where their organizations need more research on voice.

Careless Survey Responding, 11:30 am–2:30 pm, Room ACC 205 A

Adam W. Meade and Paul G. Curran

Careless responding on surveys introduces error into datasets and can affect estimates of reliability, factor structure, as well as results of hypothesis testing. This seminar will address (a) potential causes of careless responding, (b) method of identifying careless responding, and (c) recommendations for data handling prior to analysis.

Effective Organizational Socialization and Onboarding, 11:30 am–2:30 pm, Room ACC 205 B

Will Shepherd and Allison M. Ellis

Effective organizational socialization and onboarding of new hires can reduce employee turnover and increase employee engagement and productivity. This seminar will provide a model for analyzing an organization’s onboarding and socialization processes, review academic and applied research on organizational socialization, and share best practices for effective onboarding and socialization programs.

Big Data Predictive Analytics: A Hands-On Workshop Using R, 3:00 pm–6:00 pm, Room ACC 205 A

Fred Oswald and Dan J. Putka

Attendees will learn how to apply several modern prediction models and algorithms that have helped characterize the Big Data revolution in organizations (e.g., random forests, gradient boosted trees). Workshop attendees will apply these methods using RStudio and the R programming language. Sample code and data sets will be provided.

Integrating the Science of Employee Health, Well-Being, and Safety Into I-O Psychology Practice, 3:00 pm–6:00 pm, Room ACC 205 B

David Ballard and Autumn Krauss

This seminar aims to enhance I-O psychology practice through the incorporation of principles from research on employee work–life balance, well-being, safety, and physical and psychological health promotion. Experts will guide participants through a series of case study examples, best practices, and facilitated job crafting and change implementation exercises.

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Don't Forget! Submission Deadline Approaching for 2016 APS Convention in Chicago

Silvia Bonaccio
University of Ottawa

Margaret Beier
Rice University

Angela Grotto
Manhattan College

Christopher Wiese
Purdue University

Submissions: The submission deadline for the Association for Psychological Science (APS) Annual Convention is just around the corner and we hope that you will submit your work if you have not yet done so. Indeed, you have until **January 31, 2016** to submit your **500-word (including spaces) poster summary** directly through the APS website at this address: <http://www.psychologicalscience.org/index.php/convention/call-for-submissions>. Posters are evaluated on a rolling basis: the sooner you submit, the sooner you hear back! The **2016 APS Annual Convention will be held May 26-29 in Chicago**.

Attention Students: We encourage all researchers to submit their work but we want to reach out to students in particular. The APS convention offers a collegial and developmental environment, and it is particularly welcoming of student work.

SIOP has had a growing presence at APS! We're pleased to share with you the many

SIOP members who will present their work as part of the APS invited program:

Conference-Wide Interdisciplinary Symposium on Diversity

- **Mikki Hebl** (*Rice University*)
The Meaning of Time Cross-Cutting Theme Symposium
- **Susan Mohammed** (*The Pennsylvania State University*)
Advancing Psychological Science Through Technology Cross-Cutting Theme Symposium
- **Tara Behrend** (*The George Washington University*)

I-O Track Invited Talks

- **Derek Avery** (*Temple University*)
- **Alice Eagly** (*Northwestern University*)
- **Carsten de Dreu** (*University of Amsterdam*)
- **Michele Gelfand** (*University of Maryland*)
- **Filip Lievens** (*Ghent University*)

I-O Track Invited Symposia

- **Mental Health at Work:**

Kevin Kelloway (*Saint Mary's University*)

Julian Barling (*Queen's University*)

Leslie Hammer (*Portland State University*)

Nick Turner (*University of Calgary*)

- **Aging and Work:**

Tammy Allen (*University of South Florida*)

Ruth Kanfer (*Georgia Institute of Technology*)

Lisa Finkelstein (*Northern Illinois University*)

Gwenith Fisher (*Colorado State University*)

Margaret Beier (*Rice University*),
discussant

Workshops: In addition to talks and symposia, the APS Convention offers many workshops that promise to be of considerable interest to I-O psychologists. Workshops will be \$60 for regular convention

attendees and \$35 for students with the early registration rate—a very reasonable fee to pay to learn about *R*, latent growth modeling, multilevel modeling, mechanical Turk, Bayesian analysis, and many other topics. In addition to these workshops focused on statistics and methods, there is also a very promising workshop on writing for a popular audience offered by Steven Pinker (*Harvard University*). The list of workshops is available in the [October TIP](#) issue.

Networking Opportunities: Finally, one of the highlights of the convention is the **I-O happy hour**. It has proven to be so popular that folks in other subject areas are asking to host their own receptions. We're certainly trendsetters at APS!

Stay connected to future developments by following us on [Twitter](#), [Facebook](#), and on [my.SIOP](#).

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Professional Practice Committee Updates

Mark L. Poteet
Organizational Research & Solutions, Inc.

Greetings SIOP! Over the past few months the Professional Practice Committee (PPC) has made progress on several fronts in its efforts to support I-O psychologists who practice. As can be seen in the current issue of *TIP*, the second of several planned articles summarizing results of the 2015 Practitioner Needs Survey, authored by **Meredith Ferro, Ben Porr, Ted Axton, and Soner Dumani**, has been produced. Information from this survey will be used to help shape the future agenda of the PPC with regard to projects and initiatives that drive practitioner support and development.

At the time of this writing, initial results have been reviewed and additional analyses are about to be conducted to finalize the business acumen competency model. Information about the competency model will be published early 2016 through multiple communication channels (e.g., *TIP*; SIOP website; technical report). As was highlighted in the above-referenced Practitioner Needs Survey article, as well as in the results of the Careers Study of I-O psychologists (e.g., Zelin, Oliver, Chau, Bynum, Carter, Poteet, & Doverspike, 2015), practitioners view business skills such as strategic thinking and demonstrating ROI as important contributors to their success. Providing detailed information about the key competencies and behaviors of business acumen can help I-O psychologists direct their ongoing education efforts and provide information to SIOP for developing additional learning resources.

Practitioner group mentoring is well underway with over 90 protégés and 19 mentors meeting regularly in small groups to discuss practitioner-related experiences, best practices, issues, and topics. Midpulse evaluations are currently being planned and should be rolled out around the time of this publication. Interest in this program continues to grow and in past programs both mentors and protégés reported high levels of benefit and satisfaction. Stay tuned for further communications if you are interested in participating as a protégé or mentor in either the next cycle of group mentoring or the speed mentoring event at the upcoming annual conference.

In terms of other learning resources for practitioners, a new SHRM–SIOP Science of HR Series white paper has been published and posted to the SHRM and SIOP websites. The paper, entitled “Implementing Effective Cyber Security Training for End Users of Computer Networks,” was authored by **Richard E. Beyer** and **Bradley J. Brummel** and can be found [here](#). Membership subscriptions continue to grow for the SIOP Research Access service, which provides subscribing members access to three EBSCO Host research databases and the SIOP Learning Center. Click on this [link](#) to learn about rates and information for this service. Finally, three new practitioner miniwebinars on the subjects of delivering and receiving feedback effectively, best

practices in employee engagement, and demystifying succession planning have been posted to the SIOP website and can be accessed [here](#). We are always looking for practitioners to record webinars, so if you are interested in sharing your knowledge and experience through this effort, please contact me.

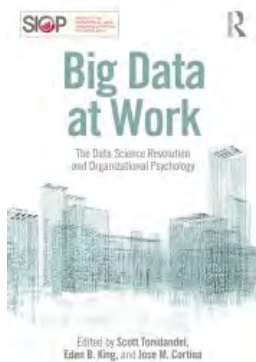
If you would like more information about the PPC's activities or goals, or have any feedback or ideas for how the PPC might further support the effective practice of I-O psychology, please contact me directly at mlpoteet@verizon.net.

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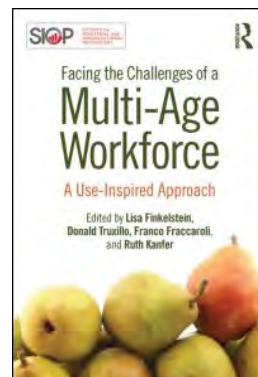
The SIOP Organizational Frontiers Series

Launched in 1983 to make scientific contributions to the field, this series publishes books on cutting edge theory and research derived from practice in industrial and organizational psychology, and related organizational science disciplines.

Check out these new titles!



Big Data at Work: The Data Science Revolution and Organizational Psychology
Scott Tonidandel, Eden King, & Jose Cortina (Editors)



Facing the Challenges of a Multi-Age Workforce: A Use-Inspired Approach
by Lisa Finkelstein, Donald Truxillo, Franco Fraccaroli, & Ruth Kanfer (Editors)

Social Media & I-O Psychology: Take the Challenge!

Results of a recent SIOP branding study were somewhat bleak. Out of 712 business and HR professionals sampled, only 19.4% were familiar with I-O psychology and only 8.7% were aware of SIOP (Rose, McCune, Spencer, Rupprecht, & Drogan, 2013).

With so few HR and business professionals reporting familiarity with our field, how can we best express our expertise and raise levels of awareness?

The Benefits of Leveraging Social Media

Benefits for **SIOP**:

- Increase I-O visibility with “our knowledge base and disciplinary core” (Ryan, 2003) to create greater awareness of our field
- Market SIOP to foster brand loyalty and generate credibility across the areas we support
- Establish our brand as leading workplace psychologists

Benefits for **You**:

- Increase the demand for and marketability of your own talents to position yourself for future opportunities
- Brand yourself around how you want to be perceived and communicate your identity as an I-O psychologist (Poeppelman and Blacksmith, 2014).
- Stay up to date on relevant topics and trends by engaging with SIOP on social media so you'll be alerted in real time on I-O pertinent news

To learn how to follow SIOP on social media, visit SIOP's social media page to access the group links within your favorite tool! Also, engage with other I-O psychologists and groups by:

- Visiting the [Reddit page dedicated to I-Os](#).
- Viewing the [Talent list of the top 50 I-Os who tweet](#).
- Searching social media platforms using keywords (e.g., I-O, SIOP) to reveal others who are interacting with the platform and allow for a larger dialogue.

Top 5 Social Media Tips:

#1 Use and search I-O hashtags



Tagging posts with relevant hashtags will draw attention to the post and allow it to be indexed in relevant searches. Examples: #SIOP, #mySIOP, #IOPpsych, #iopsychology, #SIOP16



#2 Tag relevant companies & individuals



Insert an @ sign in front of a company or individual name/handle in your post. This will help draw attention to the company page manager to get reposted, thus increasing its visibility and impact.



#3 Post regularly



Create a regular cadence of posting (once or twice a day), but focus on items that are of value. By posting regular, high-value content, you'll start to gain followers and visibility.



Tend to forget to post or get too busy? Use tools such as Hootsuite and Buffer to schedule them.

#4 Use visualizations



Current trends have shown people are more likely to notice, remember, and share your posts if they are accompanied by a picture or video. Try it!



#5 Consider the outlet and time of day



Consider the social media outlet, time of day, week, and type of content you post.



LinkedIn provides a better avenue for creating provocative posts that last longer and encourages connections to share their insights. Facebook is great for targeting a younger audience, and Twitter tends to be best for short, pithy posts.

What's your next step? Commit to engaging with SIOP in the New Year! Make a New Year's resolution to increase your social media presence and declare your commitment by linking to this article on your social media platform of choice using the following suggestion post:

Accept the challenge: Join us in promoting #IOPpsych on Social Media. #SIOP

[Click here for more social media information!](#)

Electronic Communications Committee



Alyssa LaCava
Xavier University

Transitions, New Affiliations, Appointments

Joe Colihan joined the University of St. Thomas, in St. Paul, Minnesota as an adjunct professor. He will be teaching Psychology and Work. Students will learn traditional I-O topics from **Paul Muchinsky's** latest 2015 textbook and sustainability concepts from the newly published *Psychology for Sustainability* (2016) by Scott, Amel, Koger, and Manning. Joe also continues work with the People Analytics team at IBM, where he has held positions in survey research, selection and testing, and analytics for 24 years.

Steve Colarelli is in Hong Kong this year as visiting professor of Management at Hong Kong Baptist University.

The board of directors of the Association of Test Publishers (ATP) reappointed **David Arnold** as ATP's general counsel at its September European Conference in Dublin. David is also general counsel for ATP-member Wonderlic, Inc.

Ron Johnson retired July 2, 2015 after working for 46 years in higher education. During those years he served as a faculty member, department chair, assistant dean, associate dean, and dean at seven different universities: University of Nebraska-Lin-

coln, Northeast Louisiana University (now University of Louisiana at Monroe), University of Wisconsin-Madison (visiting faculty member), Texas A&M University, Virginia Tech, University of Scranton, and North Dakota State University. His contributions to SIOP have included serving as Financial Officer, serving as the first registration chair for the SIOP annual conference, and being appointed twice to serve as conference chair (for a total of 7 years). As a way to stay engaged with higher education, Ron recently formed Global Academic Advisors, LLC. In the spring of 2016, Ron and his wife will move to Goodyear, Arizona where they are currently building a home.

Honors and Awards

Wendy S. Becker was selected as the winner of the 2015 Middle Atlantic Association of Colleges of Business Administration (MAACBA) Innovation in Teaching Award competition for her proposal, "Increasing Student Awareness of Risky Decision Making." She will receive a \$1,000 award and all expenses paid to present her paper at MAACBA's conference in Bolton Landing, NY.

Michael P. Wilmot of the University of Minnesota is the 2015 winner of HumRRO's Meredith P. Crawford Fellowship in Industrial and Organizational Psychology. Presented annually to a doctoral student demonstrating exceptional research skills, the fellowship includes a \$12,000 stipend.

The Executive Council of EFPA awarded its 2015 Aristotle Prize to **Dr. José María Peiró** from the University of Valencia (Spain). The Aristotle Prize was given to EFPA by the president of the IVth European Congress of Psychology in 1995 Athens, Greece, to be awarded to a psychologist from Europe who has made a distin-

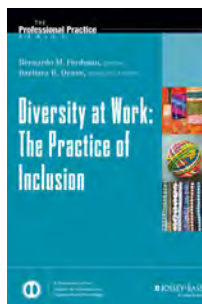
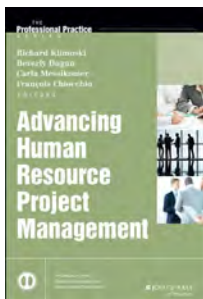
guished contribution to psychology. To read more about this honor, click [here](#).
Good luck and congratulations!

Keep your colleagues at SIOP up to date. Send items for IOTAS to Morrie Mullins at mullins@xavier.edu.

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Professional Practice Series

Ideal for industrial and organizational psychologists, organizational scientists and practitioners, human resources professionals, managers, executives, and those interested in organizational behavior and performance, these volumes are informative and relevant guides to organizational practice. You'll find guidance, insights, and advice on how to apply the concepts, findings, methods and tools derived from organizational psychology to organizational problems.



Get all the latest research today at the [SIOP Store](#)

SIOP Members in the News

Clif Boutelle

It's been 15 years since SIOP created Media Resources, a service that lists SIOP members' expertise in more than 100 workplace-related subject areas. Media Resources enables reporters to contact a SIOP expert who might be able to contribute to their stories. Since its beginning, the service has proven to be a valuable resource for the media and has resulted in many stories providing opportunities to greatly increase the visibility of industrial and organizational psychology.

It has also proven helpful to the SIOP Communications staff in finding and making recommendations to reporters that identify SIOP members and their expertise. Typically, SIOP members are contacted prior to their names and contact information being given to reporters. This is to determine that the member feels comfortable in talking about the topic and story angle with the writer.

SIOP members should periodically check Media Resources to update the brief description of their expertise and experience. It is also a good opportunity for SIOP members not listed to add their names and area(s) of specialization. Reporters need to have a brief summary of the area of expertise in order for the service to be useful.

Following are some of the news stories that have been printed, using SIOP members as resources since the last issue of *TIP*.

Rose Mueller-Hanson of CEB was quoted in an October 26 *Pittsburgh Post-Gazette* story about performance evaluations. "There's a growing concern among organizations that are spending a lot of time on administrative processes like filling out forms, doing ratings, and having meetings. The truth is we do all this because we hope it will improve performance in organizations, and there is no real evidence it helps," she said. "Employees don't like (performance reviews), and managers don't like them much either because it's hard on them."

Jennifer Deal of the Center for Creative Leadership has been writing a lot lately about millennials. In addition to a forthcoming book, *What Millennials Want from Work*, which she coauthored, she has written a series of blogs that appeared in the *Wall Street Journal* in October on ways millennials are impacting the workplace.

She also, with coauthor Alec Levenson, wrote a piece for the October 5 *strategy+business* dispelling the conventional wisdom that millennials are likely to leave their jobs for other opportunities. They found that many are perfectly willing, even eager, to stay with their organizations. However, they are concerned about financial insecurity so are looking for good compensation that will cover their bills and enable them to save for retirement and family, and 95% of the 25,000 millennials surveyed want the flexibility to occasionally work outside the office and

believe work–life integration is easier to attain when they stay with one organization for many years.

An article in the October issue of APA's *Monitor on Psychology* discussed the development of noncognitive tests for college admissions and other educational purposes. **Wayne Camara** of ACT, the testing and research company, **Neal Schmitt** of Michigan State University, **Nathan Kuncel** of the University of Minnesota, and **Neil Christiansen** of Central Michigan University contributed to the article. Noncognitive tests, said Camara, could help make the college admissions process more inclusive and “improve the diversity of the admitted class dramatically.” Schmitt said using computer-scored noncognitive multiple-choice tests, rather than interviews or student essays, has great cost-cutting potential, especially at universities that process thousands of applications each year. A study that Kuncel conducted with colleagues found that using statistical methods to analyze information about employees and students was 50% more accurate in predicting their workplace or academic success than other techniques that relied on human judgment alone. Christiansen said, “Although noncognitive tests have the potential to predict different aspects of college success, people may not be honest when completing them. The tests have to be carefully developed so they cannot be easily distorted.”

Ageism remains a problem in the U.S. workforce that is unlikely to go away, claims an October 19 *Philadelphia Inquirer* story. One reason: millennials are eager

to enter the workforce and baby boomers are reluctant to leave. **Michael Campion** of Purdue University said the sheer number of baby boomers is an issue. “The baby boomers were an oversized generation.... and more older people want to work later in life,” he said. Nevertheless, older people feel they are the victims of discrimination according to a 2013 AARP study that showed two-thirds of workers between the ages of 45–74 said they have seen or experienced ageism. “There is a presumption that job performance decreases with age despite all the research showing it doesn’t,” said Campion.

For an October 14 *Wall Street Journal* story about performance reviews stating many companies are starting to rethink how they do them by doing away with rankings, **Paul Rubenstein** of Accelerant Research, based in North Carolina, argued the best move is to keep rankings but teach managers how to have useful conversations, focusing on how employees can do their jobs better and work better with others. “You can still have good numerical rankings that motivate people if you put as much effort into the quality of the conversation,” he said.

When team members all agree on all decisions there can be a downside that, in the long run, can be damaging to organizations, according to an October 16 article in *The Fast Track*. **Ben Dattner** of Dattner Consulting in New York City contributed to the article and said that groupthink—when ideas aren’t challenged, just simply embraced without debate—can lead to decisions with disastrous outcomes. Leaders need to speak up and let team members

know why it is so important that ideas and opinions need to be challenged.

Subhadra Dutta, people scientist at Twitter, contributed to an October 14 *Wall Street Journal* story that described how companies are using “sentiment-analysis software” to glean more information to determine how workers feel about the company. It’s better than traditional engagement surveys that contain a standard set of questions, she said. “By the middle of the survey, people start getting bored and hitting 3, 3, 3, and then you have a data set that is so highly neutral it hard to do anything (with),” Dutta said about traditional surveys. With the new survey model, executives love seeing the results of qualitative questions, which in the past were much harder to analyze, she added.

On October 8 BuzzFeed had a story titled, “Eight awesome jobs that will convince you to be a psychology major.” Of course, one of the listed jobs was industrial-organizational psychologist and featured the work of **Eduardo Salas** of Rice University. By replicating decision-making scenarios in high-stakes locations, Salas learns what causes communication errors and how teamwork can help individuals during stressful situations, like working in a Medevac helicopter.

Lynda Zugec of The Workforce Consultants authored an article for the October issue of *Geared Up*, a publication aimed at the independent franchising industry, offering tips for providing cost-effective benefits packages that are attractive to employees. Among her suggestions: Do your homework

and learn what other workplaces are doing, conduct an internal survey to learn what benefits employees would like, and partner with local businesses to offer a service, such as membership in a fitness center. Also, consider career development benefits as a means to retain and recruit top talent.

Zugec also wrote a story promoting SIOP’s Top 10 Workplace Trends of 2015 for the fall issue of *Psynopsis*, the magazine of the Canadian Psychological Association, and contributed to an article about the importance of small businesses staying on top of current human resources policies in the August 5 issue of *CBS Small Business Pulse*. There, she suggested that businesses consider an HR audit that can be beneficial to the organization. “Human resource audits can help business owners identify issues and solve problems before they escalate,” she said.

A September 26 *Boston Globe* story featured research by **Wendy Bedwell** of the University of South Florida. She is also a research scientist with the Hawaii Space Exploration Analog and Simulation (HI-SEAS) that is simulating missions to Mars, a journey which could take as long as 3 years—a long time to work and live in a confined space—when astronauts need to work together as a team in order to have success. To be successful requires a calculated team-building approach and good chemistry within the group. Human interaction problems can get exacerbated in such a small space, but everyone has a task to perform and is expected to do their best to make the mission work. “You may not always get along with everybody all the time, but you have an overarching job to do,” Bedwell said.

Telecommuting works best when its practiced to a “moderate degree,” according to a September 25 article in *Human Resource Executive Daily*, citing research by **Tammy Allen** of University of South Florida, **Timothy Golden** of Rensselaer Polytechnic Institute, and **Kristen Shockley** of City University of New York. Telecommuting is rarely “an all-or-nothing work practice,” and “the frequency with which work is done away from the central office is likely to make a difference,” they said. The research found that job satisfaction is highest among those who telecommute a moderate amount compared to those who telecommute either a small amount or more extensively. The study was also reported in *Science Daily*, among other news outlets.

A September article in *The Atlantic* argues that widespread workplace drug testing has no real value because such tests often aren’t capable of revealing impairment on the job, and the cost is high. The article quotes **Michael Frone** of SUNY Buffalo, the author of *Alcohol and Illicit Drug Use in the Workforce and Workplace*. He says drug testing should be kept in place for jobs in which safety is a concern but phased out elsewhere. “There are many potential causes of poor productivity, such as family or emotional problems of dysfunctional personalities, that collectively have a stronger impact upon employee outcomes than drug use per se,” he said. He is in favor of a constructive, communicative approach, in which job performance is measured and therapy referrals are given, when necessary, after conversations between a worker and employer.

A September 18 story in *HealthDay* reported on a study by **Emily Hunter** and **Cindy Wu** of Baylor University that found that office workers who take short, frequent breaks during the workday have more stamina and fewer aches and pains when they return to work. Breaks can be reenergizing and people have to recharge themselves more frequently before they deplete all the way, said Hunter. Yet, many people never take breaks. Only one in five employees take an actual lunch break according to a 2012 Right Management survey. That’s partly due to company culture, noted **Christine Corbet** of Right Management. “If you have a boss who never takes breaks, it’s hard to feel you can take one,” she said.

The September 16 issue of *The Globe and Mail* in Toronto had a guest editorial from **Julian Barling** of Queen’s University in Kingston, ON in which he discussed how a poor economy has significant effects on peoples’ social lives, personal identities, and mental and physical well-being. Researchers are learning more about the psychological nature and consequences of recessions and economic downturns. Two of the most destructive psychological stressors are uncertainty about the future (keeping a job, losing pensions, etc.) and an inability to control these issues. He wrote that in troubled times, organizations need to pay more attention to the mental health needs of all those within the company, especially organizational leaders.

Michael “Woody” Woodward of Human Capital Integrated filed an August 28 report for *Fox Business News* featuring a discussion that responded to unflattering

stories about Amazon. Although acknowledging Amazon’s strong culture, it needs to be more explicit about what the company stands for and establish a stronger identity. Positive stories that are true to the Amazon culture need to be told. Also, although Amazon has been built by relying on data to create precision marketing, it is lacking on data about its employees.

Conventional wisdom says that extroverts are best at starting successful business ventures. That’s all wrong for several reasons, says an August 24 *Wall Street Journal* story. Introverts bring unique skills to the job, according to business experts and psychologists. The story cited research by **Adam Grant**, at the University of Pennsylvania’s Wharton School, and colleagues who found that when employees were proactive, introverted leaders generated better performance and higher profits than extroverts. Introverted leaders desire to put the spotlight on others rather than themselves, and ability to really listen is a huge advantage to an organization.

Jamie Lopez of Booz Allen Hamilton was quoted in a story describing how Booz Allen has developed a model that has the metrics to measure the “soft skills” desired for data scientists. The model sorts data science competencies into four clusters: technical, data science consulting, cognitive, and personality. Lopez is helping develop the kind of questions that can become standard practice across the organization so that interviewers can evaluate every candidate’s answers and build a profile that places them in one or more of the clusters. One of the goals is to build data science teams drawing from a range of skill sets and backgrounds. The story was published in the August 13 issue of *All Analytics*, a data management publication.

Send copies of the article to SIOP at boutelle@siop.org or fax to 419-352-2645 or mail to SIOP at 440 East Poe Road, Suite 101, Bowling Green, OH 43402.

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Conferences and Meetings

Please submit additional entries to **Marianna Horn**
at Marianna.Horn@Sodexo.com.

2016

January 6–8

The British Psychological Society Division of Occupational Psychology Annual Conference. Glasgow, Scotland. Contact: <http://www.bps.org.uk/events/conferences/division-occupational-psychology>.

February 24–28

Annual Conference of the Society of Psychologists in Management (SPIM). Atlanta, GA.
Contact: www.spim.org. (CE credit offered.)

March 18–22

Annual Conference of the American Society for Public Administration. Seattle, WA. Contact: ASPA, www.aspanet.org

March 20–23

Annual Innovations in Testing Conference, Association of Test Publishers. Orlando, FL.
Contact: www.innovationsintesting.org.

March 30–April 2

Annual Conference of the Southeastern Psychological Association. New Orleans, LA.
Contact: SEPA, www.sepaonline.com. (CE credit offered.)

April 8–12

Annual Convention, American Educational Research Association. Washington, DC.
Contact: AERA, www.aera.net.

April 7–11

Annual Convention, National Council on Measurement in Education. Washington, DC. Contact: NCME, <http://www.ncme.org/ncme/NCME/>.

April 10–13

HRPS Global Conference. Scottsdale, AZ.
Contact: HRPS, www.hrps.org.

April 14–16

Annual Conference of the Society for Industrial and Organizational Psychology. Anaheim, CA.
Contact: SIOP, www.siop.org. (CE credit offered.)

May 12–14 15th

National Conference of Industrial and Organizational Psychology. Cluj-Napoca, Romania.
Contact: <http://www.apio.ro/conferinta/>.

May 22–25

Annual Conference of the Association for Talent Development. Denver, CO.
Contact: ATD (Formerly ASTD), <https://www.td.org/>.

May 26–27

18th International Conference on Applied Psychology. Tokyo, Japan.
Contact: <https://www.waset.org/conference/2016/05/tokyo/ICAP>.

May 26–29

Annual Convention of the Association for Psychological Science. Chicago, IL.

Contact: APS, www.psychologicalscience.org.
(CE credit offered.)

June 9–11

Annual Conference of the Canadian Psychological Association.

Victoria, British Columbia.

Contact: CSIOP, <http://csiop-scpio.ca/>.

June 19–22

Annual Conference of the Society for Human Resource Management.
Washington, DC.

Contact: SHRM, www.shrm.org.
(CE credit offered.)

July 30–August 4

Joint Statistical Meetings. Chicago, IL.
Contact: American Statistical Association,
www.amstat.org. (CE credit offered.)

August 4–7

Annual Convention of the American Psychological Association. Denver, CO.
Contact: APA, www.apa.org.
(CE credit offered.)

August 5–9

Annual Meeting of the Academy of Management (AoM). Anaheim, CA.
Contact: AoM, <http://aom.org/>.

September 19–23

Annual Conference of the Human Factors and Ergonomics Society.
Washington, DC. Contact: The Human Factors and Ergonomics Society,
www.hfes.org. (CE credit offered.)

October 21–22

SIOP Leading Edge Consortium
Atlanta, GA
Contact: SIOP, www.siop.org.
(CE credit offered.)

October 21–22

River Cities I-O Psychology Conference.
Chattanooga, TN. Contact:
<http://www.utc.edu/psychology/rcio/>.

October 22–30

Annual Conference of the American Evaluation Association. Atlanta, GA.
Contact: AEA, www.eval.org.

2017

April 27–29

Annual Conference of the Society for Industrial and Organizational Psychology.
Orlando, FL. Contact: SIOP,
www.siop.org. (CE credit offered.)

May 25–28

Annual Convention of the Association for Psychological Science. Boston, MA.
Contact: APS, www.psychologicalscience.org.
(CE credit offered.)

August 3–6 Annual Convention of the American Psychological Association.
Washington, DC. Contact: APA,
www.apa.org. (CE credit offered.)

August 4–8

Annual Meeting of the Academy of Management (AoM). Atlanta, GA. Contact:
AoM, <http://aom.org/>.

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